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As a special tribute to one of the greatest men in our field, the PHYSICAL EDUCATOR is honored to present one of the last talks given by *Dr. C. H. McCloy*, professor emeritus of the State University of Iowa, shortly before his death at 73, in September, 1959 . . . *Dr. Rash* is chairman of the department of Health and Safety at Indiana University . . . *Dr. Millan* is an elementary school supervisor in Brookline, Massachusetts . . . *Dr. S. C. Staley* is dean, College of Physical Education, University of Illinois where he has been active professionally the past thirty-eight years . . . *Dr. Jernigan* is director of the women's department, Stetson University . . . *Mr. Wiley* is an instructor at the University of Oregon . . . *Dr. Barrow*, national vice-president of Phi Epsilon Kappa, is chairman of the department at Wake Forest College, Winston-Salem, North Carolina . . . *Dr. Solley* is associate professor at the University of Florida . . . *Mr. Pitchford* is an instructor at Florida State University . . . *Dr. Snyder*, president of the College Physical Education Association, is on the staff at the University of California . . . and *Mr. Streit* is director of the division of Health and Hygiene, Cincinnati Public Schools.

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In the Editor's Corner

The guest editorial this issue is by Dr. Taylor Dodson, an Associate Professor at Wake Forest College, Winston-Salem, N. C.

Education For Leisure: A Challenge For Schools

LEISURE IS THE time in which we do what we please. Recreation is the worthy use of leisure or the constructive use we make of the time in which we do what we please. Positive recreation is a creative procedure. It provides an opportunity for achievement, for significance, and for belonging.

From the beginning of recorded history man has had some leisure. It is the use of this leisure that has determined the heights of the cultural and esthetic aspects of civilization. The leisure of early history was enjoyed only by the aristocracy. It was this leisure that was used to produce the arts, music, poetry, and the games of earlier civilizations.

Today, most, if not all, mankind enjoys a certain amount of leisure. The use of this leisure still sets the pattern of the lives of men and women. Crimes are committed by people with leisure who have no creative skills with which to participate in constructive activity.

Physical education classes and extra-curricular activities should emphasize those skills that make a rich contribution to the development of acceptable habits and attitudes concerning leisure and the social life of youth and adults. Many adults are ill at ease in certain social situations and in particular activities because they learned little of them during their school years. We enjoy most those things we do well, so it becomes important that we develop a variety of skills and interests.

The major emphasis in our school programs of physical education has been upon team games or the so-called major sports. A sport is major only in terms of the contribution it makes to the lives of boys and girls. Viewed in this light, golf, tennis, swimming, fishing, boating, hunting, hiking, and camping take on increased significance, for they make up most of the active recreational pursuits of mankind.

Lack of skill makes man an on-looker at the performance of others. The team game emphasis fosters spectatorship as a leisure activity as we grow older. The team games are very valuable, however, for training youth and should not, by any means, be eliminated from our physical education program.

Play and hobbies are a good form of life insurance. One does not get too old to play; one becomes old by not playing. The games with recreational carry over into adult life, then become our real major sports when the thrill of actual participation is compared with the vicarious thrill of spectatorship.

Many opportunities should be provided for co-educational activities. All of the activities mentioned earlier as having definite carry over value are appropriate for boys and girls to engage in together. Of the team games, volleyball and softball lend themselves to mixed participation. Folk and square dancing, social dance, table tennis, shuffleboard, badminton, archery, skating, horseshoe, and other individual games are good. Noon hours, before and after school, activity periods, class parties, and school clubs offer wonderful opportunity for co-recreational participation. School camping, arts and craft activity, music, and other interest clubs are avenues for educating for wise use of leisure. May Days and school, county or city play days are good socializers and should be encouraged.

It should be kept in mind that not all children will be keenly interested in every activity nor will they be highly proficient in all activities. Children need an opportunity to develop many skills and to explore many avenues of interest. It is hoped that in this exploration they will develop a few consuming interests that will contribute to living the full life. Retirement means boredom for those without leisure interests, and there is evidence that those interests are acquired at an early age. Schools have a challenge to meet in providing for the needs of children during their skill hungry years.

It should not be implied that physical activities are the only leisure skills that schools impart to youngsters. Nearly every phase of the total school program has recreational implications. Art work, crafts, music, reading, debating, and many other favorite recreational outlets of mature individuals are first learned in our schools. Certainly the entire extra-curricular program as conducted in a well run school is an important source of leisure skills for enriching later years. Every teacher should take seriously the responsibility implied in the "worthy use of leisure" objective which was included in the seven cardinal principles of education.

—TAYLOR DODSON

A Half Century Of Physical Education

C. H. McCloy

IN FIFTY YEARS of study, research and teaching in the field of physical education, one accumulates many observations and experiences, and learns a great deal of contemporary history of his field. I know of no field in education, in this age, that can base all of its practices on known facts resulting from objective research. Much is based on the thinking of a relatively few people or "authorities" and some of that thinking from time to time turns out to have been (1) shallow, (2) based on grossly inadequate accumulations of facts, (3) too quickly done without weighing all of the possible premises, and not checking the logic of the thinker's hypotheses, and (4) in part, due to violent swings of the professional pendulum—where there is often a feeling that "the new must be better." The old baby is traded in on the new rather than keeping the both of them and loving them both.

Much of this kind of thing is, of course, due to inadequate leadership and inadequate scholarship at the time, just as poor work in any field is often due to inadequate leadership and superficial scholarship. Even today in physical education, as in many other fields of professional education, we seem to have too few facts to be sure of the paths we should follow. Yet we have either to do nothing, or to do the best we can. In many cases, there is contradictory scientific evidence which leaves us puzzled. For example, the work by Wearn done on rabbits would indicate that strenuous exercise programs do not increase the capillary blood supply of the heart. The work of Petrér, done on guinea pigs, indicates that there is about a fifty percent increase in the capillaries due to training and that the earlier in life this exercise program starts, the greater is the development of capillaries. No work has been done on men in this field. Hence we are somewhat at a loss to know what should be done in the way of exercise programs designed as preventive programs for older people. It would make an important difference to that large number of individuals who will eventually suffer from coronary occlusions.

This type of difference of opinion, and the swinging of the pendulum from one extreme to the other is not a phenomenon peculiar to modern times. A little over thirty years ago, I conducted a study of the history of physical education in China. This study went back over 2,000 years. There were just as many differences of opinion and swings of the pendulum in those times as there are at the present.

MOTIVATION

The way in which I became interested originally in physical education may throw some light on the reasons for some of my present thinking. As a very small child I had very slender, skinny legs. As a result, many of the boys in school with me gave me nicknames such as Spindleshanks, Skinny, Pipestems, and Slivers. If clinical psychology had been a little more advanced in those days, I would probably have been said to have developed an inferiority complex. I wanted very much to have legs that were a little more sturdy than those I possessed.

When I was twelve years of age, while traveling through St. Paul by train, at the depot I purchased a little booklet published by the A. G. Spalding and Brothers organization entitled "The Athletes Guide." This little book—which sold, incidentally, for only ten cents—was really a small textbook of track and field athletics. Each chapter was written by the amateur athlete who at that time held the American amateur record in his event. In the chapter on distance and cross-country running, the statement was made that that type of athletic activity would develop the legs! The day I arrived home I began to trot. At noon I ran from school down to the restaurant where I ate my lunch—a total of about a quarter of a mile—and leaned over a fence and lost the remains of my breakfast: I was in that poor shape. I persisted, however, and within a year was running three miles over the hills three times a week.

Two years later, after training primarily in the field of track and field for that time, on another trip through the Twin Cities, I purchased a copy of the old "Physical Culture" magazine, and that magazine made the contribution of suggesting to me that I needed to practice more than track and field athletics. I fortunately had a rather large attic which I soon stocked with a punching bag, with dumbbells, a trapeze, a pair of flying rings and an old mattress for tumbling. I purchased a set of boxing gloves and was fortunate in having a friend who knew something about that sport. As a result, I began to be interested in all aspects of physical education that I knew about. At the age of fifteen I had decided to become a teacher of physical education. These facts may explain in part, why as a physical educator, I have persisted in believing that physical education should be rather largely *physical* education and not just education for democracy and character alone, though I have written considerably on both these other aspects.

A BEGINNING

You may be interested in knowing how, at the age

of sixty-nine. I have had the experience of teaching for half a century. When I was a freshman at Marietta College, the teacher of physical education for the academy and the college, who was also the teacher of classical languages in the academy, decided to resign and go to Johns Hopkins and seek his doctorate. They did not need a full time teacher of physical education and were unable to secure a part-time person who could teach the other subjects in which there were vacancies. I volunteered to the president to assume all the work of teaching the physical education for the boys of the academy and the college for 150 dollars a year. This sum was set because it would enable me to go to the Harvard University summer school, pay my railway fare, my board and room, and tuition and study in their professional course in physical education. Eventually this request was granted, and I began in the fall of my sophomore year (1905) to teach physical education there. In my senior year, I was raised 33 1/3 percent.

SYSTEMS

As a background for the physical education of fifty years ago, let me outline a little of what the situation was at that time. There were really five types of physical education, or parts of physical education, then current. One was *German gymnastics* which had been introduced into this country first in 1825 by Lieber, Follen, and Beck. These men had taught German in American universities, but also had pioneered in the development of German gymnastics. As a result of their leadership, there had been an organization of the German Turnvereine, and many of the schools had adopted the German free-hand calisthenics and the German apparatus of the horizontal bar, parallel bars, horse, and rings, in addition to some tumbling work.

The second was the *Swedish gymnastics*, first imported into this country by Hartvig Nisson in 1883. He was followed in 1886 by Baron Nils Posse, who set up a school in Boston, and he in turn was followed by Jacob Bolin. This system was completely different from the German system and required a much more elaborately furnished gymnasium. However, if they omitted the apparatus—which was entirely different from the German apparatus—the Swedes had free-hand gymnastics or calisthenics which were quite adaptable to public school use.

The third was the *games and sports* which came from England, and which were played on every informal playground and vacant lot, and were later adapted to use in physical education classes.

The fourth was *interscholastic and intercollegiate athletics* which started many years before the time when I was first interested in physical education, and which developed considerably later.

The fifth was the *dance* which, in those days, was ballet or a modification of ballet, and a little later the folk dance was introduced. The square dance in those days was not a part of physical education, but was danced almost every place. I danced it first as a small boy out in North Dakota, usually in connection with the wedding celebrations of some of the immigrants from Europe.

In about 1887—a year after I was born—there was a beginning synthesis of all of these five types of activities, largely conducted at what was then called the International YMCA College at Springfield, Massachusetts — now Springfield College. This school acted as the catalyzer under the leadership of Robert J. Roberts and of Dr. Luther H. Gulick who succeeded Mr. Roberts. They developed what might have been called an American system, taking their calisthenics from both the Swedish and German systems—though more largely from the Swedish—their apparatus from the Germans, their games and sports from the British, and their dances from a dance master in Boston by the name of Gilbert.

TEACHER EDUCATION

At the time of my youth, there were only one or two professional schools of physical education, both undergraduate, and only two summer schools. One was at Harvard University under Dr. Sargent, and one was at Chautauqua, New York, and was simply called the Chautauqua School. In Harvard Summer School (and I understand that the same procedure was used at Chautauqua) we learned *all* of the systems from their own expert devotees, and *we* synthesized them as we taught.

When I went to Harvard in 1905, Swedish gymnastics was taught by Hartvig Nissen, the man who was the first one to import that system into the United States. Nissen was already an old man, but he did a marvelous job of teaching. I was taught the German system by Carl Schrader, at that time of Harvard, and of the Sargent school of physical education, and by a number of other native Germans. At Harvard we learned not only free-hand exercises, exercise with dumbbells, with wands, and with Indian clubs, but we also learned wrestling, boxing, football, track and field athletics, swimming, fencing, tumbling, and a little bit of basketball and baseball, though basketball had hardly made its way into the curriculum at that time. In addition to this, we learned the Gilbert system of dance. This was taught by Mr. Gilbert himself, and by some of his own instructors from his school. The dance was engaged in by both men and women, and so far as I could see, the men were just as en-

thusiastic about it as were the women. I later taught this form of dance for almost twenty years.

We expected all of the students at Harvard Summer School to be good in all of these activities. You can imagine how I feel when someone who has never swung Indian clubs or fenced ridicules these activities as useless and completely outdated. We found them excellent forms of exercise and extremely interesting, and I think that the only reason they have faded from the picture is simply because of poor teaching, and this is the reason why the dance has not developed with men (poor teaching by the *men* teachers). In 1907, incidentally, folk dancing was first introduced at Harvard by Elizabeth Burchenal, now retired, who was an assistant supervisor of physical education in the New York public schools, and who spent numerous years in Europe pioneering in that field.

At that time the national conventions—and this lasted up to almost 1914—were pretty largely given over to debates between the Swedes and the Germans. Each claimed his system to be the best, and the American system was hardly noticed. About 1914 this sort of debate went out, and the synthesized system came in.

AGREEMENT

Among the other things that we noted at that time were the following:

a. *What we had was well taught.* Because it was well taught, we all enjoyed gymnastics. We enjoyed calisthenics, and the men enjoyed the dance as much as did the women.

b. *Men and women enjoyed doing a great many activities together,* about all in fact that were not limited by differences in the amount of strength possessed by the women. They took their free-hand exercises together, their club swinging and that sort of thing, but separated into different squads for their apparatus gymnastics.

c. *Athletics had not become professionalized.* Ordinarily there were only one or two coaches for a whole football squad of from fifty to seventy-five men, and these coaches did pretty well. A whole outfit for a player cost about twenty-five dollars, and players in general played for fun. The teams were made up primarily of people who had simply come to school there, and there were few instances of financial compensation to athletes. Such athletes as were aided financially were known as "ringers."

d. *There was a diversification of the program:* in no school was it just basketball! That is, each physical education period was made up of a large number of activities, well balanced and well chosen.

For years I taught about all of these things, dance, fencing, club swinging, apparatus, tumbling—*and* coached four sports. The athletes attended the gymnasium classes and were not excused. They learned something other than football, basketball, baseball, and track—practically none of which they would ever practice after they finished school. Incidentally, in all of my coaching I never had a knee injury and only one serious ankle injury. I do not know whether I was simply blessed by luck (as I suspect), or whether the routine that was followed had something to do with it.

After this, athletics more and more became a thing apart. More money was spent to attract larger crowds and to build bigger fields and colosseums. More and more coaches were required for smaller and smaller squads, and much of athletics became big business, characterized by extensive recruiting and the subsidizing of athletes. When teaching at Yankton College (1907 to 1908), I taught all of the gymnasium classes, conducted the physical examinations, coached four sports, and taught tennis and was the sole teacher in the department of biology.

As an illustration of the lack of recruiting, I should like to tell the story of the letter I received concerning a baseball pitcher, who, it was said, was easily of the caliber to pitch for the Three-I League. I was asked what we could offer him to bring him to Yankton College. I replied that we could give him an excellent liberal arts education and an opportunity to develop his mind and his body. I learned later that this reply was thought of by some of the alumni as being a bit naive—but he came to school and was as good as they said he was. If he was subsidized in any way, no one in the colloge knew about it. In those days the athletic teams were not considered to be paid entertainers as they are in some institutions today, and as a result were taken to the hearts of the student body, and school spirit was at a maximum.

SOME OBSERVATIONS

During all of the teaching of the early days, one made observations and often stored up ideas to be used later. I shall give a couple of instances of this. In the first place, I had on the first football team I coached an individual who was an outstanding linesman, but not very bright. At the end of the season he became violently insane over religion, and was placed in the hospital for the insane located on the outskirts of the town. When he was first placed there, he became quite violent and was hard to handle. Since he had been rather normal in most of his actions during the football season, I suggested to the director of the hospital that he be put in some types of activity where he would engage in very strenuous physical work and see what the results would be. The director did that, and, as a result, the patient became apparently quite normal.

I have followed his history for many years since then, and I learned that whenever it was possible to give him hard, physical work to do, he kept quite normal. When, due to bad weather in the winter or something of that kind, he would have prolonged periods of inactivity, he again exhibited many psychotic symptoms. This I stored away in my mind and pulled out to use during the Second World War, when I was developing the physical reconditioning

program for the Office of the Surgeon General of the Army, where we found that physical education programs are among the best means of psychotherapy that we have, especially for patients suffering from neuroses. This field has developed tremendously since that time.

Another illustration: in the summer of 1907 my fiancee, now Mrs. McCloy, had her appendix removed. I began to think of the values of exercise in bed, what we would now call physical reconditioning, or, what is called in the Veterans Administration, corrective therapy. I wrote her a long list of exercises which would take care of the parts of her body not injured by the operation. This did no good so far as reconditioning my fiancee was concerned, as it simply made her completely indignant and she thought (as did her physician) that I was a fool. This thought of physical reconditioning, however, stayed with me. I used it during two operations on myself and maintained my physical condition without any loss at all during one prolonged stay in bed. Later I developed it in connection with this program for the Army for the physical reconditioning in the Army hospitals. In other words, there are many observations that one makes but may not use them, that later in his life may be developed and turned to good use.

CHANGE

A number of changes of program were made as time went on. The men did less and less dance and more and more athletics. The women did less and less athletics and more and more dance. This was not because both were not good for both, but because, I believe, of inadequate and biased thinking and not-too-smart leadership.

The theory courses for the training of physical educators in 1905 consisted of anatomy and kinesiology, histology and physiology (the histology taught as a basis for the physiology), physiology of exercise, corrective physical education, anthropometry, physical examinations and physical diagnosis. Most of the rest of the theory concerned pedagogy of gymnastics and sports with a great deal of practice work. Incidentally, the grading system at Harvard University Summer School was such as to greatly stimulate study. For example, in physiology of exercise if we gained an A, we had 35 points. A B gave us 20 points, C gave us 10 points, and D gave us 5 points. We had to get 400 points altogether in order to graduate!

In addition to the theory courses mentioned above, the State University of Iowa has courses in the mechanical analysis of motor skills, tests and measurements in physical education, practical problems of the teacher-coach, administration of physical education, history of physical education, administration of athletics, administration of community recreation, safety education, medical supervision of athletics, psychology of physical education, physical rehabilitation, public school curriculum for physical education, scientific bases for physical education, philosophy of physical education, advanced kinesiology and pathokinetics (taught by Dr. Steindler), seminar in physical education literature, and seminars for theses and dissertations. Many of these courses, of course, are in the graduate field alone; and they had no graduate field in those early days.

The big development in recent years has been the development of graduate study, and in this field the United States is far and away ahead of the rest of the world. You may be interested to know that in the publications in the RESEARCH QUARTERLY of the American Association for Health, Physical Education, and Recreation, teachers and students from Iowa have published more than have the students and faculty of any other school in the United States. As a result of our research, we have developed many tools for better physical education than we had before. For example, we have a general motor capacity test that is to the testing of original nature in the field of physical education, what the intelligence tests are to the classroom field. We are increasingly looking to our objectives, teaching in order to achieve those objectives, and then evaluating our results by objective measurement. This is not, of course, the time to give a course in tests and measurements in physical education, but in the development of physical education in recent years we have learned to use tests intelligently. We *know* how, but all too frequently it is not done. This is not peculiar to the field of physical education. Many people who have gone through numerous courses in how to teach in colleges of education, still teach the way their favorite professor did, even though he did not teach should, or in the way *he* taught that he should! in the least the way the student had been taught he

Autobiographically, I graduated in liberal arts in 1907 from Marietta College, which would be quite a bit like Grinnell College—and incidentally both of these schools have given me an honorary Doctor of Science degree. I had majors in chemistry and biology and in languages. I had, including preparatory school, six years of Latin, six years of German, and a year and a half of French. Because there was no graduate work in physical education at that time, in 1910 I took my master's degree *in absentia* with my major in sociology, minors in medical physiology and in the psychology of adolescence.

Because one could not obtain a Ph.D. in physical education at that time (or any graduate work in that field, so far as that is concerned), I went to Johns

Hopkins Medical College from 1911 to 1913 where I taught part time in the medical college (as a laboratory teacher in histology) and worked in the playgrounds and social settlements of Baltimore to pay my way. I did not obtain my doctor of philosophy until 1932, and that at Columbia University.

In 1913 Mrs. McCloy and I went to China. There I had one of the great experiences of my life in that I was turned completely loose to do the best I could regardless of tradition. My first two years were primarily spent in studying the language, though I was doing some teaching each week in order to use that language, helping to coach at Nanking University which was a mission school. I then was loaned for a year (by the National Council of the YMCA which first sent me to China) to a new government university in Nanking which was just being established. I went to the president and asked him what system of physical education he wanted. He asked what systems there were. I told him of the German system, the Swedish system, the American system, etc., and he asked, "Which of these is the best?" I explained that I didn't think any was the best possible system, and that we could do better for China, and he said that he wanted the best and to give him that regardless of what we named the system. I did a good deal of experimentation.

At the end of the first year, I put out a questionnaire after the grades were in, and asked the students to rate my program in the following categories:

1. "Simply crazy about it: can hardly wait till the next class!"
2. "I like it very much."
3. "I like it pretty well."
4. "About average. I don't mind it. It is all right when I get there."
5. "I hate it."

To my distress, about ninety percent of them hated it! I had asked them to sign their names, telling them that I might interview some of them, and promising them that their grades were already in and this would not affect them. I therefore interviewed a great many of those who said they hated it. The general consensus was, expressed in their terms, "Mu yu i-sze." This means "it has no meaning." It seemed that they wanted something that made sense to them. I therefore did a good deal of experimenting by mixing natural types of activity, which were pointed towards the development of skills, and the artificial types, which were pointed directly to exercise and physical development. Two years later, a repeat of the questionnaire resulted in practically a normal distribution of responses. This interested me very much in the natural type of thing which I had introduced.

This natural movement started about 1915, and was largely as a byproduct of the educational psychology of Professor Thorndike of Columbia, which system of psychology for the first time made some sense to the physical educator. Before that we had relied upon the two chapters in the psychology of William James, that on habit and that on emotions, and on some of the teachings of G. Stanley Hall in his great work on adolescence. A number of people in this country with whom I was corresponding from China began experimenting in this field of natural programs, and the pendulum started swinging away from the formal towards the natural.

If you stop and think a bit, this word "natural" is often used pretty carelessly. Anyone who thinks, for example, that the western roll form of the high jump in track and field athletics, or the present form of the discus throw or of the pole vault is "natural," really needs to see a psychiatrist. If you will watch the performance on the trampoline which has become so complicated as to almost defy analysis with slow-motion motion pictures, the same can be said. Anything that you do in golf that is natural is wrong. It is natural to press, it is natural to look up, and apparently it is natural to beat the ground with one's club and talk to God when things do not go right. Yet everything had to be "natural" in a time of a civilization that was anything but natural. Many programs swung to nothing but sports and recreation. People would state that "nobody likes calisthenics," and yet when well taught, as it was by Skarstrom in Wellsley, it was extremely popular. It is popular today in England and in the Scandinavian countries. All too frequently because of the feeling about it that it cannot be popular, the teacher presents it about as he would if he were trying to entice his small child to take castor oil. He gives it with a sort of an attitude of "this will do you good; we know it isn't interesting, but let's do it for a little while."

SOME TRENDS

During the time I was in China from 1913 to 1926, there was a great development in the United States of intercollegiate and interscholastic athletics, and the teaching of physical education changed a great deal towards an emphasis primarily on sports.

Around 1920 the project method of teaching became somewhat popular in physical education, and about 1935 this developed into an emphasis (in physical education) on Progressive Education. Good teachers of the old times, with their leaders groups were extremely good "progressive educators" and "developed democracy" in their classes. In the development of Progressive Education in the period referred to, many good teachers did wonderful things. Many poor teachers must have made the Lord himself wince! At one time, a little before the last war, I was asked by

the Rockefeller Foundation to survey the teaching of physical education in a number of outstanding school systems.

In one large system which was then in charge of supervisors who were thorough converts to Progressive Education, I saw classes of elementary school children learning their skills all wrong—with the teacher doing nothing about it. When I asked the teacher why she did nothing about it, she answered, "None of the pupils has indicated a felt need." I told her that I had an urgent felt need that I would be glad to lend her; but pretty soon a little girl came over and asked a question. "Pfft," went the whistle, and the teacher stopped the class and, since there was now one felt need, that seemed to suffice for the whole class and the teacher, and she made the corrections and drilled them a bit in correct forms of skills. I saw the same type of thing happening in a secondary school class of boys, but since no one there indicated a felt need, the teacher simply sweated it out, regretting that he couldn't interrupt them to teach them better, and let them learn it wrong and develop incorrect habits. One wonders how long it would take a secondary school class, or a college class either for that matter, to learn about the theory of evolution, if all they had was a chairman and half an idea.

About this time, or a little earlier, the doctrine of individual differences came into the picture a great deal and each person in the class was supposed to be unique in his makeup. The implication was that one should have a coach for each pupil. The teachers seemed to have forgotten the fact that there were more likenesses than there were differences. Since they couldn't get a coach for each child, what they did was to do some adapting to these differences, and the doctrine has, on the whole, done a great deal of good.

DEMOCRACY

The present fad, or swing of the pendulum, is toward the teaching of "democracy" through physical education. Again, "each person is a unique individual." Much of this democracy is taught by the discussion method, and often by teachers who are themselves about as democratic as Hitler. The pupil is democratic if he catches on and does what the teacher wants him to do, but undemocratic if he persists in wanting to do something else. In many schools, there is so much democracy that there is almost no exercise. No one must be forced to do what he doesn't want to do (wouldn't this be nice for income taxes!).

This does not mean to imply that one should not seek the inculcation of traits of democracy or character through physical education. It is not a question of either/or, but it is, as I see it, a problem if we assume that the physical education teacher is the only one interested in inculcating these virtues. It would seem to me that *every* teacher in the whole school system should be interested in the development of character and democracy, and that the teaching methods should be adapted to that, but not to such an extent that the pupils do not learn anything else. Unfortunately, we have not in the past had textbooks for the students in gymnasium classes to study, and most of the teaching has had to be done by word of mouth and by example from the teacher.

EXERCISE

I have stressed this matter a little more than I normally would because there is a tendency in a great many places now to look down on exercise as a worthy objective. They will ask, "Why do you want strength? Why do you want endurance? Strength and endurance for what?" This could be a whole speech by itself, but I personally feel that exercise should not be old-fashioned and neither should physical conditioning. Let me illustrate it with just two analogies, and I'll use strength as my subject for the illustration. If each of you was asked in these coming cold months to wear under your clothing a jacket weighted with thirty pounds of lead and to wear it all day long clear up to bedtime, your response would probably be, "Don't be stupid: if I did that I'd be all in by noon." You would be quite correct. But the individual who has a muscular system so underdeveloped that it is adequate only to carry thirty pounds less than he now weighs, *is* carrying "a thirty pound pack" every place he goes. This, of course, is also true of the fat person who is thirty pounds overweight.

If it were possible to install on you without undue hardship a sort of a strength rheostat strapped someplace over your abdomen so that all you had to do to turn your strength down was to turn the handle in one direction and to turn it up was to turn the handle in another direction, what would you do? If you turned it down forty percent you probably would have to be aided to get out of bed. Would you leave it where it is or would you turn it up ten, fifteen, twenty, twenty-five percent, to the point where you were so much stronger than you now are that you could do your work throughout the day with much greater ease and come to bedtime sleepy but not tired? I doubt if any of you would leave the handle where it was. You'd probably turn it up. The same could be said for endurance.

DANCE

As I said earlier in connection with the Harvard University Summer School programs in 1905, 1906, and 1907, the dance of that time was an adaptation of ballet which had been developed by a dance teacher in Boston by the name of Gilbert. It was like ballet

except that it was simpler and they did not come up on the tips of their toes. They danced on the balls of the feet or on their flat feet. I used to think of it as "ballet gone flat foot." This type of dance was of extreme interest to almost all of the men and women who were exposed to it—and to the boys and girls. I taught it to both sexes for years. Folk dance came in about 1907 and began to make some inroads on this ballet type of thing.

About 1917 or thereabouts a teacher from the University of Wisconsin, Margaret H'Doubler, developed a new type of dance which had more of what could be called the creative aspect of dance in it. Here the individual learned to listen to the music, and with a bit of guidance, to understand what the music was about. Then he learned what kinds of movements went with what kinds of music. For example, one would not use the same sort of steps dancing to Mendelssohn's "Spring Song" as he would to a funeral march.

The individual later learned to "roll his own" as to the kind of dance steps to be used to any given piece of music. This developed later into what was then called "modern dance" and is now sometimes called modern dance and sometimes contemporary dance. This has recently come much from professional teachers who have developed many new aspects of dance and some of it still has touches of this creativity upon the part of each individual dancer.

Other forms are based on the same kinds of creativity and originality that a gifted pianist shows when playing music written by Bach or Mendelssohn, that is, the steps (the music) are set by the teacher, but the individual "interprets the steps" as a gifted musician interprets great music. This type of dance has in many places taken rather extreme forms just as has much of the so-called modern art. Where it will go eventually I certainly do not know. It is, in its best forms, a real form of art.

NO NATIONAL SYSTEM

In the United States there is no general *system* of physical education. Because of our national organization, there can be no real national leadership from the United States Office of Education, and in many states there is little effective leadership. Iowa is one of the seven backward states that does not have a state supervisor of physical education and recreation. As a result, any teacher does just about what he wishes. Many of them wish for nothing but basketball. Even in the states with state supervisors, there is very frequently a program of physical education in an individual school that is completely indefensible, and no one does anything about it. In Iowa we have manuals for our schools, but in many of the schools none of the teachers even knows there is such a manual. In a great percentage of the schools in the United States there are no expert teachers for elementary schools and in about half of the high schools there is no obligatory program. Frequently, there is nothing much in the secondary school but interscholastic teams.

There is a great deal of influence by good teachers in the better professional schools of physical education, but there is a tremendous amount of pressure from many school systems to put most of their time on interscholastic sports as far as the boys are concerned. In the small schools of Iowa all too frequently there are not enough boys or girls to justify a full time or even a half time person to teach physical education alone.

Because most of our physical education has stressed sports throughout the school years, we have not taught our people in the schools what to do after they have graduated. Most of our people retire physically as soon as they have completed the required physical education training. How many of you, for example, exercise regularly at least three times a week in something which could give you a bit of physical conditioning? Here (adult programs), in general, we have no national and no state leadership. Except for a few institutions like the Y.M. and Y.W.C.A.'s, a few clubs and a few social settlements, almost nothing is done for adults. In addition to that, we have nothing from birth to six, and relatively little from six to high school, nothing much for adults except perhaps bowling and a little bit of golf.

SOME NEEDS

Let us assume that Iowa City, exclusive of students, has a population of 20,000. About 9,000 of these are from eighteen to forty-five years of age. If half of these people, plus about half of the secondary school group, and some of the over forty-fives were to attempt to keep fit by sports alone, and if those sports were well diversified, Iowa City would need the following equipment: six swimming pools; four golf courses; four baseball diamonds; an equal number of softball diamonds; ten tracks; twenty gymnasiums; twenty volleyball courts other than those in gymnasiums; ten soccer or touch football fields; 200 tennis courts and 200 badminton courts. We will not have such fantastic quantities of facilities in the days of any of our great-great-grandchildren, but that is what we have to have if half of our people kept in good physical condition through sports alone.

Let's take a look at tennis, for example. If we played doubles on a tennis court every hour from six in the morning until eight at night, one court would

take care of only fifty-six people per day. We do *not* play doubles all the time, nor do we play every hour. Counts that have been made show that a tennis court does very well that takes care of twenty-five people a day. Iowa City has seven tennis courts, other than the University courts, for all of those people I have talked about. Chicago has one tennis court for each 6,700 of the population.

Many other countries do better—much better. Sweden, for example, with a population of 6,700,000, about that of greater New York, has over 20,000 sports clubs. This would be the equivalent of sixty clubs for Iowa City. The last report I had, showed that they conduct about thirty-four different sports. Almost forty percent of their adults are rather regularly engaged in sports from two to three times a week. Many of the people belong to more than one club. The clubs are often seasonal. There will be skating clubs, ice hockey clubs, skiing clubs, etc., for the winter; and swimming clubs, track and field clubs and tennis clubs, etc., for the summer.

England also has an organization of this type and conducts about thirty-eight sports. They are probably reaching about twenty-five percent of their adult population though they do not seem to have exact figures either as to how many clubs they have or as to how many people they reach. Latin America does much better than we do. Argentina, Uruguay and Brazil, and Mexico, among others, are doing outstanding jobs particularly for their adults. Sweden and Germany are doing very well by the birth to six-year-old group. One Swedish girl not long ago asked an American teacher of physical education what kind of programs we had in the secondary schools here and the teacher named a good many of our sports. The Swedish girl exclaimed, "How undemocratic!" The reasons she felt it was undemocratic were that these were sports that could be engaged in only by the relatively well-to-do after school years were over and she felt that gymnastics clubs (of which there are 2,800 in Sweden with an average membership of 1,000) were much more democratic: everyone could engage in gymnastics. In the United States we do almost nothing along these lines.

OTHER GOALS

I think we would all agree that part of our aims must be more equipment and more clubs. In addition to this I suggest a great deal of decentralization of recreation of a physical type. By "physical" recreation I mean the type of recreation where one can really get some exercise. By "decentralization" of this type of recreation I mean something like this: suppose around one city block where we have backyards one family has an archery set; another family two or three doors away has badminton; another family has deck tennis; and another family has a basketball goal against the garage. In another block, one family has a volleyball court marked out both for one or two on a side and for four to six on a side. One family has tether ball; one family has croquet; and another family has a place to practice driving plastic golfballs. The same could be developed with many other activities of this kind of which I have a long list. This would not necessarily mean that each family would play in its own yard. Today we might go over to the Smiths and shoot the bow and arrow. Tomorrow we might play volleyball with the Jones; and the next day we might play deck tennis with someone else.

The point is that if we decentralize these games all around the city, multitudes more will have opportunities to participate (and without having to hunt a parking place!). This I feel should be the coming trend for physical recreation rather than to concentrate solely on large playgrounds. We have worked out programs that can be done indoors either in the basement rumpus room or even in the living room for want of something better, particularly for those cave dwellers of our larger cities who live in large apartments with no yard space. This, of course, does not mean that there should not be other forms of recreation than physical recreation. It does not mean that we should not go riding in the automobile, play cards, listen to the radio, or buy a television set and retire intellectually. These are all things that can be done and that are worthwhile in addition to the physical side. What I am talking about, however, is a half century of physical education including physical recreation, and not about programs of sedentary activities.

What about the next fifty years?

1. There should be parent education in physical education for the very young which would take care of the children from birth to about the elementary school level. There is no book on this published in the United States. Frau Diem of Germany, Dr. Thulin of Sweden, Knudsen (now deceased) of Denmark, have done considerable writing in this field. Recently I received a book from the Ministry of Education in New Zealand entitled *Physical Education Handbook, Infant Division.* They do not exactly mean by "infant" the same as we mean, but the book does go much farther down the age scale than we do in this country. This is the kind of thing that could be handled by parent education groups and actually administered by the parents.

2. Elementary and high school physical education should be so planned that all of the pupils are able to obtain a relatively complete physical education by what the British call "leaving time" —that is, the time when they leave school.

3. One could put a polish on this from then on for those who go on through the secondary schools and go on to college, but they should learn activities that *can be used* and learn how to use them. This does not, of course, mean that they learn only what they learn for use in later life. Many of the things that we learn in sports that will never be repeated later in life are

learned for their cultural values. For example, most people who play football will never play football after they get out of school; but just as the Nile River when it floods the plains leaves a deposit of highly rich topsoil over the fields that later grow wonderful crops, so football, basketball and many of the sports we will not use again leave a sort of cultural deposit on the soul. The girl who takes part in the modern dance and will never again have that experience after she leaves school, has learned a cultural something that she will never forget and that will affect her whole spiritual existence, but I do think that we need to have something that can carry over by actual use as well.

4. We need something like England's Central Council on Physical Recreation for our whole country. There that organization —financed by the Ministry of Education—teaches thirty-eight types of sports to people in all kinds of communities. They help to develop sports clubs and they have done a marvelous job in that country. They have three main centers in which to train leaders for about 60,000,000 people. We would probably need any place from a dozen to twenty training centers to train such individuals and we'd have to have an adequate budget to run the program.

5. We need state leadership that is not just for the schools alone, but that also takes into its purview all individuals from birth to very old age. Our own university's Institute of Gerontology is a case in point and is beginning to do something of that kind for the older people. However, much more needs to be done on a much larger scale.

6. We need a great deal more research leadership, and not just for "pure" physical education research; but a great deal that will be in the fields of applied sociology, applied psychology, applied gerontology, how to organize our programs, how to plan and how to administer them. There needs to be much more accurate popular writing in this field so that those who have missed this kind of education as they grew up may get it without feeling that they have to go to college all over again. What is probably needed is some wealthy foundation that would be willing to support and further this kind of work for our country. It would probably be at least a ten to twenty year job to really get it rolling.

This is a team job for many disciplines in a university. Not only physical education, public health and hygiene, and recreation, but physiology of exercise, educational psychology, clinical psychology, medicine, sports medicine, sociology and nutrition. There is now a little too much departmentalization for our best interests.

OUR PROBLEM

A good part of the world is far ahead of us in some respects. I have faith that some day we may not only catch up but get quite aways towards the time when we can supply leadership to the rest of the world in most of these fields. Most physical educators are not aware of what is going on in the other countries largely because most of us do not read the foreign current literature in this field, and hence in our blissful ignorance, we think that our physical education is far ahead of that of other countries.

In comparison with other countries *we are far ahead in research*. We seldom, however, work all of our research findings into either our philosophy of physical education or into our technology, and this tends to be true especially in the states like Iowa which have no centralized state leadership.

We are quite behind in teaching methods of gymnastics, though we are even or ahead in the coaching of sports. We are not as far ahead in this as we may think we are. Argentina with a population of 22,000,000 gave our basketball team in the last Olympics a bad scare in the finals. Brazil beat the rest of the world, including the English, in soccer—and then little Uruguay with a population of 2,500,000 beat Brazil!

We have no unity to our philosophy. With ten different philosophies, each cannot be the *best*. We do not even agree on a common terminology.

We're far behind in many of the specific subjects taught. For example, in physiology of exercise we are behind most of the rest of the world simply because sixty percent of the research in that field is published in German, about fifteen percent is in French, about another five percent in Spanish, and only the last little driblet is in English. We have only one Journal of Applied Physiology in the United States and the content of that is not very useful to physical educators. In sports medicine we again have a language problem. We have no magazine of sports medicine in English and all of our American sports medicine is simply a matter of repairing broken up athletes. This is only one of about twelve different aspects to that field of physical education.

We need much more research based on facts and not just on opinions. In the United States we are publishing a good deal of material relative to sports for girls and women and relative to sports for the upper elementary and junior high school research. This does not mean that all of it is wrong (one can be prejudiced towards the best), but it means what anything means that is based simply on the average opinion of 200 people that don't really know.

A CHALLENGE

I hope that the next fifty years will show physical educators to be much more literate, to be able to read the physical education literature of the world, to seek for facts, proved objectively, to supplant principles based on average opinions of the people who don't know, but who are all anxious to contribute their averaged ignorance to form a consensus of uninformed dogma. I would hope that the time would come when men and women will work out their philosophy of physical education together rather than—as it is now in far too many cases fighting blindly and far too often unintelligently: and let me hasten to say that the unintelligent contributions are about equally distributed as to the sex of origin. Often there is heat enough to run a locomotive, but not light enough to light a small room.

While so long as I live I never expect to come to the word "finally," as my last point, *I hope the time will come in the United States when all physical education will be planned not only to help unfold the personalities and the characters of school children and to develop their health and abilities to function to the fullest, but will become part of a way of life that will aid in the evolution of the person not only during the school years, but from birth to senescence, and become a part of the habits of our lives to the end that we may become not only healthier and physically more efficient, but that we may develop much richer lives in many respects—which lives, according to today's best estimate will be prolonged to a much greater average age than is the case today.*

Fourfold Fitness

J. Keogh Rash

A TIME OF crisis brings forth cries of various descriptions. There are cries of warning, despair, or defiance. We hear warnings of dire results if specific recommendations are not followed; desperation cries of "if only", "now is the time", or it's too late"; defiant boasts of prowess and might and warnings or threats of devastating results.

The launching of a sputnik called forth the whole barrage of cries, some of despair, some of warning, some of defiance. Time has served to temper the extremes and we are now more rational in our thinking. We have lived a reasonable time without the predicted catastrophe and some successes of our own have been reassuring. Nevertheless, our attention has been focused on our needs and it is good that we examine them and try to meet them.

One of the favorite targets of the critics of today has been the state of fitness of our people, our youth in particular. Although the exact state of fitness has not been determined (nor has fitness been well defined), fitness has become a goal of our society. It is very likely that no two authorities mean exactly the same things when they speak of fitness. To one it will mean a certain degree of flexibility, to another — strength, to another — endurance. In another vein of thought it will have psychological implications (mentally fit, emotionally fit, socially fit). In still another vein it will have spiritual or moral implications. "IMMORALITY THE CANCER OF OUR SOCIETY" was a headline in a prominent Metropolitan Newspaper only recently, serving to point up the importance of some degree of moral stability.

Can we agree on an acceptable meeting of the term Fitness? In defining health, the World Health Organization used the expression "complete physical, mental, and social well being." Earlier definitions used expressions like physical, emotional, moral, social, and spiritual. The Y.M.C.A. and the Y.W.C.A. have long used the triangle symbol incorporating the idea of physical, spiritual, and mental. The 4-H symbol refers to Head, Heart, Hand, and Health. In short, reference to different aspects of life, of health, and/or of kinds of fitness is not new.

The executive director of the President's Council on Youth Fitness, Dr. Shane MacCarthy, in speaking to the Governor's Conference on Youth Fitness at Lexington, Kentucky, in the spring of 1958 said,

"There is grave misunderstanding about fitness for our youth. It is more than simply a physical thing. It is the proper balance mentally, physically, spiritually, and emotionally that is needed for adult citizenship. Therefore, our youth needs more than just the help of physical education directors or recreation leaders. They need the help of businessmen, professional men, government, civic leaders, and most important, perhaps, the leadership of mothers and fathers."

To this might be added that this leadership should be the leadership of mothers and fathers who maintain that degree of fitness characterized by the balanced life.

Fitness is fourfold, and the four aspects may be identified as: the physical, the social, the emotional, and the spiritual. To aid in thinking of the balanced life imagine an automobile tire divided into four segments, representing the four aspects of fitness. Any young oldtimer who has attempted to drive with a heavy boot in a tire has already grasped the idea of the imbalanced life. When one segment of the tire gets out of balance, the wheel can no longer roll smoothly at high speeds. Let us examine, briefly, what is included in each of the four aspects of fitness and see something of what it means to be "fit," in the fourfold manner.

Physical Fitness

Physical fitness, as considered here, is that condition of the organism which permits activity without undue fatigue. The degree of fitness can only be specified in terms of the specific activity or need. However, we are here concerned with fitness for the daily routine of life while also providing for the additional stress of the common emergencies such as rapid walking, running, and lifting,—those emergency activities which would place an unusual strain on the organism.

Physical fitness provides an important foundation for getting along in life. It, or the lack of it, is often an important influence on each of the other aspects of fitness. The factors involved in physical fitness include strength, endurance, and neuro-muscular coordination, as well as optimum body weight and other physical factors which may contribute to preservation of physical health.

Factors which contribute to attainment or maintenance of physical fitness include, among others, adequate exercise, nutrition, and rest. Responsibility for providing these rests jointly with the home, school, and community, including special responsibilities of medical, dental, and nursing personnel.

Social Fitness

Social fitness is that condition which enables one to associate with his fellows easily, pleasantly, and with personal satisfaction to the individual and to his associates. It provides a basis for carrying on one's day-to-day activities with satisfaction, contributing

significantly to mental, physical, and spiritual fitness. It is concerned with one's inter-personal relationships and depends in part on a social consciousness, effective communication, and concern for the welfare of others.

Social fitness can best be promoted through a satisfactory social experience throughout life. Such an experience is the joint responsibility of home, school, and church.

Emotional Fitness

Emotional fitness is the condition which enables one to satisfactorily meet the day to day emotional experiences of life, including joy, sorrow, love, hate, fear, and courage. These might be termed the non-volitional aspects of life. Emotional fitness provides the balance wheel for the daily routine of emotional states. It does not mean that one will never experience these conditions, but it means that none of these states will become master of the individual. It is an important factor in physical, social, and spiritual fitness.

Emotional fitness is probably developed most effectively by precept and example. The influence of respected individuals, such as parents, is so great as to be almost directive. If, as we know to be the case, a dog reacts to the feelings of an individual (such as fear of storms) it follows that those around us, especially children, must be influenced by our own emotional reactions. It is, then, the moral obligation of parents, teachers, and community leaders of all types to set an example in meeting emotional situations which will promote emotional fitness in their associates.

Some guides to emotional health (emotional fitness) have been suggested by the Association for Mental Health under the title of *Mental Health is 1. 2. 3.* The burden of this pamphlet is that the person with mental health is happy with himself, with others, and with the situation.

In considering the factors influencing emotional fitness it is important to consider the influence of early parental care. The World Health Organization Report*, *Maternal Care and Mental Health,* opens with the following statements:

"Among the most significant developments in psychiatry during the past quarter of a century has been the steady growth of evidence that the quality of the parental care which a child received in his earliest years is of vital importance for his future mental health . . . what is believed to be essential for mental health is that the infant and young child should experience a warm, intimate, and continuous relationship with his mother (or permanent mother-substitute) in which both find satisfaction and enjoyment."

In general, it is a safe assumption that the normal wholesome family relationship provides the situation most conducive to emotional fitness.

Spiritual Fitness

Spiritual fitness is that condition which enables one to deal satisfactorily with the supernatural, the infinite, eternity, life, and death. The basis of spiritual fitness is a satisfactory philosophy which places the individual in proper perspective to those forces over which he has no control and it includes recognition of our dependence on the Will of God, expressed through the natural law or principles of the universe. These laws or principles are not limited to the physical universe. They include the natural emotional reactions of man, his need for security, recognition, love, and belief in God, just as much as they include the law of gravity.

Spiritual fitness, much like emotional fitness, can best be developed through precept and example. Experience is the best teacher for motivating spiritual growth as well as for other purposes. Need we add, it should be a satisfactory experience.

Promotion of Fitness

Fourfold fitness depends, for optimum development, on factors which promote growth in general. This includes guidance in selecting goals, the opportunity for practice, nourishment, motivation, and evaluation, to mention only a few.

The problem of total fitness looms large in the world picture today. The stresses, strains, and deprivations of modern society require a well rounded life, the balanced life, if man is to live happily and peacefully in society as we know it. Furthermore, mankind will most certainly continue to experience radical changes in the world, many of which will have a great impact on our way of life. If we, as individuals as well as a society, are able to cope satisfactorily with those changes it will require the kind of fourfold fitness we have been discussing—physical, social, emotional, and spiritual fitness. This is the balanced life. This is total fitness.

The responsibility for developing this kind of fitness in our youth rests squarely on the shoulders of parents, teachers, and ministers (the home, the school, and the church) working together and in cooperation with community leaders, youth serving agencies, social service and welfare agencies, and with business and industry.

While this is a joint responsibility, requiring cooperative and concerted effort, it can best be implemented by calling on those best suited to make a contribution in their special areas. A special contribution of *physical fitness* should be expected from physical education, athletics, medicine, and public health. The home, school, and church can contribute

*Bolby, John, *Maternal Care and Mental Health,* World Health Organization, Geneva, 1952, p. 11.

most to *social fitness*, and *emotional fitness*. The home and the church must provide the framework for the development of *spiritual fitness*.

Recognizing the interrelatedness of the four aspects, and recognizing the overlapping nature of the various institutions, it becomes evident that development of fourfold fitness must be a cooperative enterprise. As individuals and as members of an institution (sometimes members of several institutions) it is our responsibility to promote fourfold fitness in ourselves and in those with whom we associate. *We* have confidence in the contribution which can be made through physical education, health and safety education, recreation, and athletics. In this confidence let us go forward to greater accomplishments.

Gym Genius

Anne Millan

THAT EXCEPTIONAL CHILD with a very high level of motor ability is the gym genius of your physical education class. He jumps farther, runs faster, throws harder, and vaults boxes more expertly than at least 90% of the children in his age group. He not only demonstrates good form in these skills, but seems to do so at an earlier age than his peers. Meeting the needs of the gym genius requires an understanding of individual differences!

Individual Differences?

We have, on numerous occasions, heard and read of the importance of individual differences in learning. We realize that teachers have the task of recognizing such differences within the age—or grade-level group they are teaching. Unfortunately, perhaps, our early concepts of individual differences led us only in the direction of easing the burden of the "slow" learner. Recently, however, "sputnik" and other publicity concerning Russian education have spurred us to look *AT* and to look *FOR* the talented child. Similarly, in our race to fitness, are we looking AT and looking FOR the motor-talented child—the gym genius?

Looking for the Gym Genius

We in physical education have numerous measuring devices for screening motor abilities. Furthermore, our judgment of a child's performance in games, rhythms, and self-testing activities serves as a secondary measure of motor ability. Despite a lack of research data, looking for the gym genius in the primary grades is not too complicated a task. In fact, the young child's inexperience eliminates the problem that previous learning lends to testing. The following measures of motor ability seem to be excellent indicators of actual and potential performance:[1]

1. Standing broad jump for distance
2. Crab race for speed
3. Running for speed
4. Softball throw for distance

Measures of balance (on the beam), co-ordination (rope-jumping) and small muscle ability (simple ball skills) provide inconsistent evidence in the screening of motor abilities. Undoubtedly, more research is needed in this area with young children if we are to understand fully the significance of individual differences.

Looking at the Gym Genius

Let's take a look at a child who "scores" and performs in rhythms, games, and self-testing activities higher than his peers:

TEST RESULTS
OBSERVATION RESULTS

Age: 7 years, 9 months
Height: 51 inches
Weight: 72½ pounds
Somatotype: 2-6½-2½
Broad Jump at Age 6, 5: 62 inches
Broad Jump at Age 6, 10: 66 inches
Broad Jump at Age 7, 9: 67 inches
Broad Jump at Age 8, 5: 72 inches
Kraus-Weber Test: all items passed
Softball Throw: 120 feet
Social Status: First or Second choice of 63% of boys and girls in class.
Low Box: vaults with form
High Box: vaults with form
Locomotor Skills: performs all lightly, rhythmically, and in form
10-yard Crab Race: 1st in class
20-yard dash: 1st in class
Rope-Jumping: Rates with top 10 in group of a hundred.

Bully or Leader?

Finding and developing the talented child indicates our willingness to accept the challenge of individual differences. Unchallenged talent leads to boredom; boredom stifles achievement. Many motor-talented children seem to thrive on a program which provides:

1. opportunities for leadership
2. opportunities for learning "advanced" skills
3. opportunities for recognition.

Optimum development for each child is a realizable goal when and if we account for individual differences.

[1] "The Significance of Childhood Somatotypes" — unpublished study by the author.

A Work Load Formula

S. C. Staley

ONE OF THE questions constantly confronting University physical education administrators is, "What should be the work load of the individual faculty members?" This question, of course, is not unique to this division of the University but due to the fact that, normally, the work assignments of physical education personnel are more varied than those of other divisional personnel the matter of determining just and equitable work loads for this group is more complex.

The writer, after years of trial and error experimentation at the University of Illinois College of Physical Education, has evolved a faculty work load formula which appears to be satisfactory—at least in the local situation. The chief purpose of this article is to present and explain this formula with the thought that it might be helpful to others struggling with the problem. The formula follows:

(1) The basic element in the formula is "work units." One work unit represents one hour of work.

(2) Forty-two work units (42 hours of work) are assumed to constitute a full work load. Faculty members with full time appointments are expected to assume work assignments totaling 42 work units (42 hours of work) per week. Faculty members with part time appointments are expected to assume work assignments proportional to the percentage time of their respective contracts. For example, a three-quarter (75%) time appointments calls for 31½ work units (31½ hours of work per week) and a quarter (25% time appointment calls for 10½ work units (10½ hours of work per week.)

(3) One class hour of teaching "activity" classes (swimming, wrestling, etc.) per week counts as two work units. This is based on the assumption that for each hour devoted to teaching classes of this type the instructor spends one additional hour in class-related activities, such as changing clothes, keeping records, preparing talks, preparing examinations, grading papers, and conferring with students. (Note: single period classes meeting for 30, 40, or 50 minutes count as one hour; double period classes meeting for 80 to 90 minutes count as two hours.)

(4) One class hour of teaching "laboratory" classes per week counts as two work units. This is based on the assumption that for each hour devoted to teaching classes of this type, the instructor spends one additional hour in class-related activities, such as keeping records, preparing demonstrations, preparing examinations, grading papers, and conferring with students.

(5) One class hour of teaching undergradute "theory" classes per week counts as three work units. This is based on the assumption that for each hour devoted to this type of teaching the instructor spends two additional hours in class-related activities, such as keeping records, preparing lectures, preparing examinations, grading papers, and conferring with students.

(6) One class hour of teaching graduate "theory" classes per week counts as four work units. This is based on the assumption that for each hour devoted to this type of teaching the instructor spends three additional hours in class-related activities, such as keeping records, preparing lectures, preparing examinations, grading papers, and conferring with students.

(7) One "unit" of registration in "Special Projects" (individual research work) or "Thesis Research" per semester per student counts as one work unit. (At the University of Illinois graduate work is credited in terms of "units:" One "unit" of graduate course credit is equivalent of four hours of undergraduate course credit. Students normally register for one, two, three, or four units per semester.) This is based on the assumption that for each unit of registered thesis credit the instructor devotes an average of one hour per week to assisting the student (e.g. conferring with the student, reading manuscripts, etc.)

(8) Each extension course (graduate and undergraduate) counts as ten work units. (All University of Illinois extension courses meet on week day evenings or Saturday for one two-hour or three-hour session at a site from 50 to 200 miles distant from the campus.) This is based on the assumption that for classes of this type the instructor, in addition to the time devoted to instruction, spends seven or eight hours in keeping records, preparing lectures, grading papers, conferring with students, traveling, and other class-related matters.

(9) One hour of work per week serving as an assistant, (research, laboratory, field work, administrative, etc.), counts as one work unit. This is based on the assumption that in these assignments the worker devotes only the assigned time to the job.

(10) One hour of work per week serving in a major college or department administrative capacity (e.g. supervisor, exercise therapy clinic; student counselor, etc.) counts as one work unit. This is based on the assumption that in these assignments

the worker devotes only the assigned time to the job.

(11) Work credit may be allowed for some special professional services such as the following: doing research; writing scholarly papers; editing a professional journal; serving as chairman of a major University, College or Department Committee (e.g. College Buildings and Fields Committee); serving a national, professional association in a major capacity (e.g. president, AAHPER); rendering major consultant service to governmental and public service agencies (e.g. consultant, municipal recreation program). The matter of allowing work credit and the amount allowed in each case must be approved by the Department Head and the College Dean.

(12) No work credit is allowed for the following types of services or activities: performing routine University, College, and Departmental services, such as serving on committees, advising fraternity and club groups, and assisting with registration; rendering minor consultation service to national, state, or municipal governmental and public service agencies; rendering consultation service to private and public community enterprises; and performing ordinary national, district, and state professional association services, such as serving as section chairman, serving on committees, planning programs, and preparing papers.

The manner in which individual cases work out is illustrated by the following examples:

Case 1: L. R. Green, 100% time, 42 work units.
P.E.M. 205. Tests and Measurements in Health, Physical Education and Recreation, 3 hours of course credit. (undergraduate theory class meeting 4 hours per week) 4x3=12
P.E. 495. Techniques of Research in Health, Physical Education and Recreation, 1 unit of course credit. (graduate theory class meeting 2 hours per week) 2x4= 8
P.E. 491. Thesis, variable units of credit (four students registered for a total of 5 units of course credit 5x1= 5
Chairman, University Sub-Committee on Student Discipline, (6 hours per week) 6x1= 6
Personal Research, (10 hours per week) 10x1=10
Total Units 41

Case 2: T. G. Gray, 100% time, 42 work units.
P.E.M. 132. Swimming, 1 hour of course credit. (undergraduate activity class, meeting 3 hours per week) 5x2=10
Rec. 174. Camp Counseling, 3 hours of course credit. undergraduate theory class, meeting 3 hours per week plus 4 field trips) 3x3= 9
P.E.M. 225. Supervised P.e - Student Teaching Experience 0 hours of course credit (Supervisor, 8 hours per week) 8x1= 8
Counselor, Undergraduate Students, (12 hours per week) 12x1=12
Total Units 39

Case 3: F. K. Brown. 75% time, 31½ work units.
P.E.M. 150. Professional Orientation, 2 hours of course credit. (undergraduate theory course meeting 2 hours per week) 2x3= 6
Rec. 171. Indoor Recreational Sports, 2 hours of course credit. (undergraduate activity class meeting 10 hours per week for half semester) 5x2=10
Supervisor placement service. (6 hours per week) 6x1= 6
P.E. 401X. Problems in Physical Education, 1 unit of course credit. (graduate extension class meeting 2 hours per week) 10x1=10
Total Units 32

Case 4: M. G. White. 50% time, 21 work units.
H.E. 280. Safety Education, 2 hours of course credit. (undergraduate theory class meeting 2 hours per week) 2x3= 6
H.E. 281. First Aid, 2 hours of course credit. (undergraduate theory class meeting 2 hours per week) 2x3= 6
Research assistant in Safety Education Laboratory (10 hours per week) 10x1=10
Total Units 22

Case 5: W. O. Black. 25% time, 10½ work units.
P.E.M. 112. Individual Tumbling Stunts, 1 hour of course credit. (activity class meeting 3 hours per week) 3x2= 6
H.E. 283. Driver Education, 2 hours of course credit. (teacher, behind-weel part of this course, 6 hours per week) 6x1= 6
Total Units 12

At the University of Illinois, the College of Physical Education and the Athletic Association operate as separate and independent divisions. Most coaches, however, are given joint appointments by the Athletic Association and one of the College departments, usually the Department of Physical Education for Men. The matters of appointment, time distribution, rank, and salary in each case are worked out by the Director of Athletics, the Head of the Department concerned and the individual involved. This means that each coach holding a position in the Department is given a part time appointment (e.g. 12½%, 50%, 75% etc.) as conditions seem to warrant. Each is given an appropriate work load assignment.

Some assignments, such as counseling students, assisting in a laboratory, and supervising field experience, normally entail alternations of heavy and light periods of work during the semester. In such cases it becomes necessary to estimate the total semester hours work load and then strike a weekly average.

Attention is called to the fact that while the formula does not directly assign heavier teaching loads to lower ranking and younger faculty members and lighter teaching loads to higher ranking or older faculty members, a principle of operation that is commonly observed, it automatically tends to produce this result. This is illustrated as follows: Low ranking and/or younger faculty members normally teach a preponderance of activity classes. A person teaching activity classes only would teach 21 hours per week (21 x 2 = 42). Medium ranking and/or middle aged faculty members normally teach a preponderance of undergraduate theory classes. A person teaching undergraduate theory classes only would teach 14 hours per week (14 x 3 = 42). High ranking and/or older faculty members normally teach a preponderance of graduate classes. A person teaching graduate classes only would teach 10 hours per week (10 x 4 = 40).

Due to the complex of factors involved, it is not

always possible to arrange each faculty member's schedule so that it exactly totals the number of indicated work units (e.g 42 units for full-time appointees, 10½ units for quarter-time appointees). It is assumed, therefore, that for those having more than half-time appointments a weekly load deviation of four units or less is normal and for those having half-time appointments or less a weekly load deviation of two units or less is normal. However, when the work load in any semester deviates more than the indicated number, a balancing adjustment may be made in the succeeding semester.

It seems desirable to point out that while, in theory, each faculty member works for a certain specified number of hours per week (42 hours, 21 hours, 10½ hours, etc., depending on the terms of appointment), the great majority, in fact work for considerably longer periods. This stems from the fact that: some, due to an interest in students, put in more than the usual amount of time in counseling and advisement; some, out of an interest in professional affairs, devote many uncounted hours to national, district, and state professional services; some, because of some personal interest and/or enthusiasm, carry on time-consuming programs of research and/or writing; and some, out of a sense of duty and/or concern, devote many extra hours to various University, College, and Department affairs.

On the occasion of preparing timetable copy for each of the three established University sessions (first semester, second semester, and summer session) it is the practice to prepare a tentative faculty assignment chart, which includes six vertical columns and a sequence of horizontal lines, one for each member of the faculty. The column headings and samples of data inserted in the lines for faculty members are as follows: (a) Budget item number, (e.g. 23); (b) name, (e.g. S. W. Blue); (c) percentage appointment time and work units equivalent requirement (e.g. 100-42); (d) teaching assignments and work unit equivalence (e.g. P.E.M. 109 Aquatic Sports, 1 hour, 10 MWF, (6); P.E.M. 110 Life Saving, 1 hour, 11 MWF (6); P.E.M. 204 History of Sport, 3 hours, 2 MWF (9); (e) other assignments and work unit allowances (e.g. assistant, Physical Fitness Research Laboratory, 18 hours per week (18); (f) total work units assignment (e.g. 42).

These charts are subsequently revised as changing conditions (class cancellations, class additions, etc.) occur. They are not only essential in making, changing, balancing, and recording work load assignments but, on occasion, are useful in providing the Administration with evidence of operational efficiency and/or faculty budgetary needs.

A RECIPE FOR GOOD SPORTSMANSHIP FOR GIRLS AND WOMEN

Sara Staff Jernigan

Take:
A dash of skills
A pinch of honest rivalry
A generous helping of fairness

Mix well with:
feminine behavior
respect for opponents and officials
enthusiasm for the game

Add large portions of:
Loyalty to the team
The will to win
graceful acceptance for the final score

Stir all ingredients until blended

Season heavily with:
Your smile
Your thoughtfulness
Your sincere handshake

Physical Education Festival: A Public Relation Device

Roger C. Wiley

ABRAHAM LINCOLN ONCE said, "Public Sentiment is everything. With public sentiment, nothing can fail; without it nothing can succeed." For the physical educator who is desirous of obtaining good public reaction to the physical education program, demonstrations in the form of a festival or open house has much merit.

About 12 years ago Springfield High School in Springfield, Oregon, began what was to become tradition, a play day type of theme, and held outdoors. It was largely a participation type of program where individual students participated in various activities that were a part of the regular physical education program. Because of changes in the program that had become a traditional part of the festival and because of the variability of the weather, the festival was moved into the main gymnasium where it has since been held.

This article will indicate the values of this type of demonstration along with a discussion of the essential features that have made the festival successful. In some measure it might encourage those programs that are in need of some type of interpretive media.

Nowhere in education is there a greater need for good public relations than in physical education. At Springfield High School great value was received from having such a program as the Physical Education Festival. Not only did it give the teachers an opportunity to demonstrate to the parents the achievements of their sons and daughters, but also it resulted in a tremendous selling tool. Besides the parents, other members of the community, the school board and school budget board, the high school faculty, the school district physical education staff and the pupils are exposed to a selling program that defines, in part, some of the purposes and objectives of the physical education program. Add to this the spirit of "working together" that the high school staff gets in planning and preparing a festival and a program can receive many material values not otherwise obtained.

Early in the fall term plans for the festival are begun. The staff is organized as to responsibilities. Since a major share of the planning is left in charge of the student directors, the junior and senior student directors sit down with departmental director to begin preparation for the spring event. These directors begin preparation for the selection of a theme and evaluate the strengths and weaknesses of the previous year's festival. Staff assignments and responsibilities are discussed in staff meetings early in the fall. The plannning committee of the festival usually consists of the physical education staff, the junior and senior student directors, the principal and the senior advisors. It is this group that meets for the first time in early spring to begin making plans. One physical education staff member is appointed festival chairman by the group. Various members of other departments in the high school are consulted in the preparation of the festival.

Since a major share of the festival atmosphere is dependant upon sound, staging and lighting, careful attention is given to these details by members of the audiovisual, music, industrial arts, dramatics, speech and art departments. The district maintenance staff also assists in additional seating to accommodate the capacity crowd that the festival attracts. War surplus phones are installed at the major exits and entrances and at the stage lighting panel and at the spot light position. These phones are connected to one main control booth which coordinates music, lighting and the entrance of various acts. This particular phase of the festival production has facilitated better organization and handling of the large number of participants involved. Students from all of the aforementioned departments are utilized in the staging, painting and operation of the festival.

One of the responsibilities of the junior director, who rotates to the senior directorship the next year, is handling the publicity for this event. Since the physical education festival has become one of the major events for the school, newspaper, radio and television have given quite freely of their time and space to inform the public of the festival. It is through these media that the gospel of physical education reaches the eyes and ears of the public.

Announcements of the Physical Education Festival are made in spot broadcasts on the radio, a 15-minute program and spot announcement on television and by articles in both the school newspaper and the newspapers serving the area. A school assembly is used for the purpose of introducing participants in the festival. Posters are painted by the art department. District bulletins and faculty announcements serve as other means of notification. Special invitations are sent to members of the district physical education staff, principals of all elementary and junior high schools and to members of the district administrative staff and to both budget and school board members. Great care is taken in seeing that all mem-

Physical Education Festival Court

bers of the public that are involved in interpreting the physical education program are notified of the festival.

Student participation in the festival has always been an important concern of the planning committee. From a school enrollment of 1100 students, some 550-600 students annually perform in the activities demonstrated. Authenticity is carefully guarded by insuring that the unskilled as well as the skilled have equal opportunity to perform.

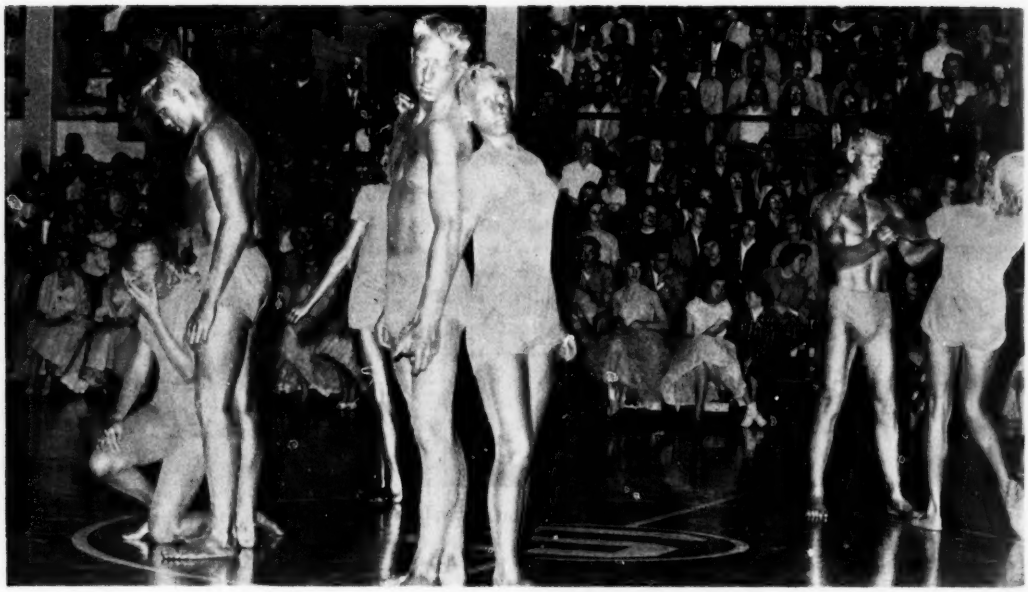
The planning committee determines what activities will be demonstrated by which class in the spring. The week prior to the festival is allotted to the classes to prepare for their part in the program. Timely themes have given color to the festival in past years. Some of the themes that have proven quite popular were: "Around The World In 80 Minutes," "Serenade To Spring," "The Olympic Games," and "Old Glory Forever." To implement continuity, scripts are written by each instructor and are put together to give direction and planning to the programs presented.

The Festival Program is arranged to be not over one and one-half hours in length. Activity demonstration format has varied from year to year to avoid uninteresting duplication.

The festival program content has included some of the following activities:

Team Sports
Flag and Touch Football
Softball
Soccer
Speedball
Volleyball
Track and Field
Basketball
Individual Sports
Golf
Archery
Tennis
Badminton
Wrestling
Swimming
Boxing
Weight Lifting
Other Recreational Sports
Other Activities
Rhythmics
Modern Dance
Calisthenics
Tumbling and Apparatus
Physical Fitness Testing

Various features of the festival have been used year in and year out and have become a traditional part of the program format. Bronze statues (a mixture of bronze powder and glycerine is applied on the body) have added color to the demonstration. Of particular interest has been the selection of a festival court that reigns over the festival. All senior boys and girls eligible for the Physical Education Festival Court are carefully screened by the planning committee. Selection criteria such as 12-year participation in physical education, participation in intramurals and GAA and service to the school are used in narrowing the selection of nominees to 12 boys and 12 girls. These students are introduced in a special physical education assembly and then voted on by the entire student body. Popular vote determines the king and queen



Bronze Statues

and they along with six other boys and girls are presented at the coronation that precedes the program.

Naturally, a demonstration involving better than half of the student body demands much work. Staff time in planning and organizing plus committee meetings and facility arrangements have required many hours. However, great care is taken to see that the physical education program as well as the academic program of the school are not disrupted by student and staff absences.

Of indirect benefit has been the fine interest and cooperation displayed by other members of the high school staff and student body. Clubs have acted as ushers, band members have furnished music, and teachers have given of their time and experience in making helpful suggestions concerning sound, lighting and planning. Staff sentiment in support of the physical education program has been one of the major values of the festival.

The following comments are in response to an evaluative questionnaire that was sent to people who had attended:

School Administrator — "This is an excellent program which benefits the students, staff and community. It is justifiable educationally. Many patrons of our school district look forward to it each year. It also interprets the Physical Education Program to the community."

School Board Director — "I believe this event gives more parents a sense of 'belonging' than any other."

High School Teacher — "I think the Physical Education Festival is one of the finest entertainments presented by Springfield High throughout the year. I have heard numerous favorable comments from parents and other spectators in the community who have attended."

Physical Education Student — "I especially liked the idea of having almost all students who participated in P. E. participate in the Physical Education Festival. I think this stimulates more interest in the students and the parents."

Parent — "I feel a sense of pride and satisfaction in our students and school after a Physical Education Festival. The realization that much of the planning and preliminary work is done by the students themselves indicates leadership and initiative. The variety of activities insures participation by many students and I feel that any time a school function can use many students, the resulting attendance by parents and friends of those taking part is bound to bring increased interest and better understanding. Parents need to see their children perform as a part of a group or as individuals."

Newspaper representative — "Shows cooperative attitude between school departments."

Quite often school productions of this nature are so involved in organization and perfection in planning that the original purposes of a demonstration are lost. The Springfield High Physical Education Festival has carefully strived to present a true picture of the program highlights without it becoming so artificial and stylized that there is no relationship. Curricular offering and physical education program content are always an instrumental part of the program.

If one were to properly evaluate the worthwhileness of a physical education festival, Lincoln's original opening statement would furnish the answer. At Springfield High School, physical education has enjoyed a status proportional to its contribution to the total education of its participants.

Classification In Physical Education

Harold M. Barrow

TESTING FOR A purpose is one of the principles of education. There are several purposes for which tests are used in physical education, but one of the most important is classification or grouping of students. This grouping may be done for several reasons, but in the main it is used for equalizing competition, increasing the effectiveness of teaching, insuring a continuity of the program, and in general providing for the operation of the principle of individual differences.

As a result of classification several values accrue. Interest is usually greater since competition is keener when teams are evenly matched. Socialization is more likely to occur when students are learning and playing in homogeneous groups. Class morale and spirit are better when there are no extremes. Program objectives are more fully realized. The effectiveness of teaching is materially increased. The needs of the average will be more adequately met but at the same time the superior student will be challenged and the student in the lower ranges of motor ability will be motivated to do better.

How may classification be implemented? This will depend to a certain extent upon the reasons for it and the pertinency of the situation at the time. In general there are two approaches to grouping: *First*, subjective judgment may be used. This method can be a rank order affair or sometimes a more general grouping by some qualitative method of rating. The instructor must know his class if this method is to be employed thereby limiting its use early in the school year. *Second*, the approach can be made through some type of objective quantitative measurement. Here, too, there are two means of accomplishing the end result. *First*, the equating may be done on the basis of specific abilities or sports skills, and *second* on the basis of general abilities.

Grouping by specific ability or sport skill is perhaps the best way but this method has certain definite weaknesses especially in a survey type program. Grouping by special ability in one sport will generally not carry over to ability in another activity. In a survey type program where the sports change frequently, it is best to classify students on the basis of some general quality such as motor ability and keep the groups together throughout the year. For the most part motor ability does not measure highly specialized sport skills or gymnastic techniques, but the student who scores high on a motor ability test will usually do well in a specific sport, or he will have the capacity for good performance after a period of instruction and practice. In a general ability grouping the class is measured but one time each year while in the specific ability grouping, measurement must be made each time the activity changes. The general grouping, while not as effective or as accurate as the specific grouping, is far less time consuming and it does achieve acceptable results. It can be used for placement in service classes, for classification within the class, and for intramurals.

As has been pointed out two of the main uses of classification are for increasing the effectiveness of teaching and for equalizing competition. This presents a problem on the basis of one ability grouping within the same class. Ideally classification tests should be given before scheduling so that students may be placed in homogeneous groups at registration. In today's schools where adequate scheduling presents an almost insurmountable problem in most situations, such grouping is rarely feasible. The resourceful teacher, however, may achieve satisfactory results when he is faced with a heterogeneous situation by administering tests and on the basis of test scores group his students two ways—horizontally and vertically.

The vertical grouping is done by placing students into homogeneous groups or squads while the horizontal grouping is done by placing the students into heterogeneous groups. In the first instance the class is divided into four or more squads designated for instance as squads A.B.C.D. These squads are used for purposes of teaching. Each group is made up of students who have similar abilities, thus making instruction easier and more effective. This grouping of students is generally used at the first of a period when the instructor wishes to emphasize instruction. In the second instance, the class is divided into four or more squads designated for instance as Blue, Red, Green, and White. These squads are made up of students with varying abilities, some good, some average, and some poor and is used for the purpose of competition. Since each squad has a fair share of each ability level, the competition is equalized. It is necessary for the student to know that he is a member of one squad for learning an activity and one for playing it.

Teaching For Physical Fitness

William H. Solley

TEACHING FOR PHYSICAL fitness presents an invigorating challenge to the physical education profession. Seldom in the lives of today's active teachers has there been presented a problem with such widespread public approval, such professional interest, yet such general confusion at the teaching level. The message of physical fitness has been widely transmitted. Still relatively few school programs have made adequate revisions to meet the physical fitness needs of the student.

Perhaps the delay in action can be attributed to an inability to ferret the chaff from the large volume of available materials about physical fitness. Perhaps it is due to a failure to seperate the functions of physical fitness from that of providing substantial habits, skills and attitudes that will serve as a foundation for physical fitness throughout the life of the individual. Our current knowledge of the relative value of physical education activities points to the fact that few physical education activities make a strong contribution to both current and future physical fitness needs. Those which best develop current physical fitness are low in carry-over value. To better meet the total problem of physical fitness, separate examinations of the program in terms of current needs and in terms of future needs should be made.

Teaching for Current Physical Fitness Needs

To better meet current needs, several steps in revising existing programs seem important. These include the setting of objectives, selecting of activities, organizing of activities, revising of teaching methods, and revising and establishing a logical evaluation scheme.

Setting physical fitness objectives. Goals should be established which are easily understood by teachers, pupils, parents, and the public. They must have meaning to all concerned. They should be broad enough to include the essential elements in physical fitness, yet narrow enough to allow for proper repetition. They should be related specifically to local needs. Most listings of physical fitness objectives include standards for strength, endurance, agility, power, speed, balance, and flexibility.

Selection of activities. Each activity currently being taught should be examined carefully for its potential contribution to the selected objectives of physical fitness. Unfortunately little scientific evidence is available to aid in this evaluation. It is important to evaluate the potential of the activity and not observed outcomes of these activities when physical fitness was not a consideration.

Most physical education programs require the addition of further activities in order to better meet physical fitness goals adequately. The potential value of other activities exclusive of those currently being taught should be examined. Particular attention should be given to such activities as weight lifting, calisthenics, realys, stunts, tumbling and gymnastics. Such activities are known to be valuable in the development of particular elements of physical fitness.

Whenever possible, activities should be selected for inclusion in the revised program which can develop specific objectives of physical fitness as well as make appreciable contributions to other goals of physical education. Running around a track will develop endurance. Running under proper conditions in basketball also develops endurance. In the latter instance knowledge, skills, social traits, emotional qualities and other important traits also have an opportunity to develop.

Organization of activities. The organization of selected activities within the program is important. Every student needs some vigorous exercise in practically every physical education period throughout school life if the program is to develop and maintain physical fitness. The key to desirable physical fitness lies in a program which demands daily or near-daily participation in activities that require intensive and sustained effort.

At first glance, this seems to infer that some popular activities such as archery must be eliminated from the program if physical fitness needs are to be met. This is not true. Each period of physical education must include some vigorous activity. When activities are being taught which are not energetic in nature, some time during the period should be given to such things as calisthenics, relays, and races in order to meet minimum requirements for that particular day. The same implications are present when arranging units in a sequence. Conditioning units taught early in the year lose much of their value when followed by some less active types of activities unless definite steps in organization are taken to maintain levels of fitness gained.

Shotgun type programs designed to introduce beginning students to dozens of different activities usually fail to provide a minimum of vigorous muscular exercise needed to develop physical fitness. Many programs which "taper off" with a strong emphasis on individual sports in the upper grades

have the same potential fault.

Selection of teaching methods. Since intensive participation in physical activity is basic to the accomplishment of physical fitness goals, the teacher must utilize the techniques of instruction that will provide the necessary vigor and intensity of action on the part of the student. As valuable as lectures, demonstrations, passive practice of skills, critiques, audio-visual instruction, and other such conventional methods might be in some respects, their use limits the necessary participation in vigorous physical activity. Likewise, long periods of waiting between turns, even in energetic activities, discourages the development of physical fitness. The emphasis must be placed on learning while doing, and this doing must be accelerated.

Techniques of guidance are an important aspect of teaching for current physical fitness. Physical fitness needs are specific to the individual, as are the limitations placed on the development of specific elements within fitness. The same high level of achievement is not possible for all students. Guidance techniques must reflect the principle that progress in physical fitness must be judged on an individual basis.

Students must be motivated to greater participation in energetic activities both in and out of school. It is not definitely known whether an adequate level of physical fitness can be developed within the time allotted for the instructional phase of physical education, particularly when this time must be shared with activities meeting other needs of children. Much more attention must be given to the encouragement of participation in intramurals, recreation programs, and free play activities. Particular attention must be given to programs meeting the needs of students with low levels of physical fitness.

Providing adequate evaluation. To what extent have the objectives of current physical fitness been met? This is the question to be answered by evaluation. Many tools are available for use in evaluation. Observation day by day is valuable. Physical fitness tests, administered at least three times per year, provide objective measures. Other tools are equally valuable. Whatever tools are employed, evaluation must be continuous, must enable the student to determine his progress, and must provide a concrete picture of progress of the program itself.

Teaching for Future Physical Fitness

The adult population has shown a definite preference for such activities as individual sports, outing activities, and rhythmical activities in their leisure play. This does not preclude the possiblity that today's children can be educated to the value of participating tomorrow in more valuable activities from the standpoint of physical fitness. If this could be proved true, the same program designed to meet current physical fitness needs would also provide the foundation for a program to meet adult needs. Perhaps weight lifting, calisthenics, and similar activities would not be as unpopular as is now believed.

On the other hand, it appears unlikely that the majority of people in this country could be persuaded to reverse their opinion about their recreational activities. To meet the physical fitness needs of this large segment of the population, increased emphasis on activities with recognized carry-over value must be given.

Again the question is not how to develop a teaching program for carry-over participation, but how to improve the present program designed for that purpose. Fundamental to that purpose is the development of habits, skills, and a desirable attitude toward play. The adult must not only know how to perform in a specific activity, but he must also want to play. This infers that a much more intense job of motivating must be done.

The teacher must recognize that interest developed in one activity does not necessarily transfer to another activity. Too long the profession has been guilty of attempting to cultivate desirable attitudes toward play rather than toward play in specific activities.

From the standpoint of carryover, it is important to remember that a few activities mastered well are more valuable than a multitude of activities superfically learned. Repetition, except to the point of boredom, is the key to adequate mastery. Habits thus learned from the real basis for the enjoyment of the activity.

The assurance that every student who graduates from high school knows well, enjoys, has more than a minimum of skill, and desires to participate in two or three activities suitable for adults would help assure a much more desirable level of physical fitness among future adults.

Implications for Physical Education

Physical education has gained a foothold in the education of American youth because of its ability to contribute strongly to the social, mental, and emotional as well as the physical development of the student. Changes that must be made to meet the demands for increased levels of physical fitness must be made without sacrificing these other valuable objectives. This can be done through careful evaluation of contributions of the present program, and careful planning of a revised program which better meets

all needs of the child. Certain types of activities, such as team sports, must give way partially to activities making greater contributions to physical fitness. This will be no problem in most programs, since team sports are already overemphasized. Formalized activities are being revived to better meet current physical fitness needs. Renewed emphasis must be placed on individual sports, rhythms, and outing activities.

Teaching methods will require greater emphasis on energetic participation in well-selected activities. Activities will be selected by both autocratic and democratic principles, using whichever method guarantees the desirable quality of participation. Increased emphasis must be placed on the learning and liking of well selected activities, particularly in the terminal years of high school.

Current programs must be revised if the level of physical fitness of children and adults is to be improved. This affords physical education an opportunity to prove its merits in positive terms. Yet all planning toward the teaching for physical fitness must be made with a view to improvement in this area without wrecking the widely accepted program seeking to accomplish all educational objectives through play.

Steps Up The Professional Ladder

Keith Pitchford

ONE OF THE outstanding characteristics of the successful physical education teacher is his aim for and effort at improvement in his teaching. No teacher stands still in professional growth; either he advances up the professional ladder, or he moves downward. Preliminary training in college physical education courses is not enough to last a life time, but only a beginning, a basis for further learning and understanding.

However, lost time and motion can be cut to a minimum for the ambitious teacher in his effort at advancement if he takes time to take stock of himself, his abilities, goals, and means of reaching them. Just as the physician performs a diagnosis before writing a prescription, so should the teacher analyze himself before deciding upon means of reaching his set goals. Of course, goals themselves should not be the ultimate end, but others should be set higher when nearest ones are reached.

Three pertinent questions which may help the teacher in planning a procedure for improvement are as follows:

1. What are my goals?
2. What are my assets and liabilities as a teacher?
3. What action can I take toward making myself a better teacher?

In years of teaching, these questions will, probably through necessity, be repeated over and over, and it may be necessary to revise plans to meet problems which arise from the natural course of events.

Goals

What goals should a teacher set for himself? Goals may be any number of levels of attainment. Some teachers may set for themselves the goal of being the most effective teacher possible for boys and girls on the secondary level. Other teachers may set professional teaching on the college level as their goal, whereas still others may have the ambition to become an outstanding physical education administrator after years of successful teaching. Whatever the goal, it must always be something better, higher, to work toward. A teacher without goals may wander aimlessly through years of mediocre or unsuccessful teaching.

Discovering Assets and Liabilities

One of the better methods of learning one's assets and liabilities or weaknesses is through frank, honest, self-analysis. Most texts on teaching methods include self-analysis charts or forms, which may be a number of stated factors usually associated with teaching success, or lists of questions concerning the teacher as a personality, his ideals, abilities, philosophy, likes and dislikes. Some pertinent questions which appear appropriate for self-analysis are the following:

1. Am I definitely interested in teaching physical education to the extent that I want to make it my life's profession?
2. In my academic work, have I studied hard and placed high in rank order of my classes?
3. Am I interested in many phases of physical education and related areas, not just the subject matter that I teach?
4. Am I highly skilled in a variety of activities?
5. Am I interested in boys and girls? Do I like people?
6. Am I forceful, dynamic in my work, but in control of my emotions?
7. Am I pleasant and patient with pupils?
8. Is my rapport with students good?
9. Am I well versed in program content and method?
10. Do students make rapid progress in their class work?

This is only a sample of questions which may be posed for self-analysis. However, frank answers to these questions and others which are similar certainly should help the teacher in obtaining a better picture of the true self. Davis and Lawther[1] present a scale rating device, which is of value for the teacher in self-analysis; and Vannier and Fait[2] show a teacher

personal evaluation sheet.

Of course, all evaluation or analysis need not be self administered, for constructive criticism by a supervisor or highly successful older teacher may be valuable in learning one's self and ways of making improvement.

Self-Improvement

After establishing goals and making a thorough analysis of one's assets and liabilities, the third step up the professional ladder is a plan of improvement.

"Self analysis is futile unless it is followed by efforts at self improvement."[3] "The initiation of a plan of intelligent self improvement indicates progress toward professional maturity. The persistent prosecution of the plan toward its realization is the incubation of greatness."[4]

Then the teacher asks himself: "How do I become stronger as a teacher? What can I do to help me reach my goals? What are the best means toward self improvement?"

Ways of becoming a better teacher are many and varied. Some possible means of positive action for personal improvement in teaching are stated below.

1. Reading of professional literature in the field of physical education and applying principles and understandings of more experienced, highly qualified teachers should be worth while.
2. Graduate study is conceded to be one of the best methods and one of the most commonly used toward professional improvement.
3. Joining and participating in professional organizations and their programs is recommended as a means of keeping up with new ideas and methods in physical education. The exchange of viewpoints, philosophy, program content—all are invaluable for the ambitious teacher, and much of this is obtained through attendance at and participation in programs sponsored by professional physical education organizations.
4. If the teacher decides that he is deficient in skills in certain activities, there may be no reason why he cannot make improvements. The local golf professional at the country club, the community's leading tennis player, highly skilled bowlers, head basketball coaches, more highly skilled tachers and others, are good resource people who are usually quite willing and eager to help teachers in their efforts at improvement in athletic skills.
5. Clinics in various sports, especially those conducted by coaches recognized as authorities in their areas, provide information concerning techniques and methods which may be more efficient and economical than those being used. Although designed for varsity teams, these techniques often are applicable to physical education classes.
6. Curriculum studies may broaden one's outlook on physical education or give a clear picture of the relationship of physical education to other subject matter and its place in the total school program.
7. The teacher who analyzes himself as weak in personality traits may make improvements in this area through participation in extra-curricular activities, by joining and taking part in projects sponsored by civic clubs, and through beng active in church and community affairs.
8. Many other ways toward self improvement, such as developing hobbies, travel, writing, and research should be explored. However, of all methods and means mentioned, probably graduate study, if one means can be pointed out as superior, is more valuable in return to the participant than any other. Although graduate study is time consuming and expensive, it usually is well worth while in the following ways for the individual: satisfaction of learning, perspective and philosophy, opportunities for advancement in the teaching position, and further insight into areas not explored extensively on the undergraduate level.

Conclusion

Then, it appears that physical education teachers, and all teachers, for that matter, could profit in their careers through: (1) establishing goals, (2) self-analysis, and (3) planning and putting into action definite steps toward self-improvement, which may bring them greater personal satisfaction, better teaching methods, higher skills, more philosophical insight into the profession and its needs, a better personality, professional advancement in the form of higher positions, and better working conditions—and maybe a higher salary.

[1]Davis, Elwood C. and Lawther, John D. *Successful Teaching in Physical Education.* Prentice Hall: New York, 1948, pps. 588-91.

[2]Vannier, Maryhelen and Fait, Hollis F. *Teaching Physical Education.* W. B. Saunders Co.: Philadelphia and London, 1957, pps. 383-86.

[3]Davis, Elwood C. and Lawther, John D. *Successful Teaching in Physical Education.* Prentice Hall: New York, 1948, p. 195.

[4] . . . *Successful Teaching in Physical Education.* Prentice Hall: New York, 1948, p. 600.

TODAY

Today, well lived, will bring at eventide
A heart serene, a faith that will abide.
And by that faith, each yesterday will be
A fond and soul-inspiring memory.
And each tomorrow hold within its scope
Bright visions of the blessed dawn of hope.

Anna M. Carroll

The Future in Professional Preparation

Raymond A. Snyder

IN THE FUTURE of America if we are unable to prepare teachers who, as a professional group, will fully deserve unchallenged eminence, then it is likely that those who have the prestige may enjoy it in a second-rate world power. This appears to be the case for in the crystal ball of professional preparation are revealed four major forces in the world today which, among others, will play an important role in directing teacher education.

First, there has developed a great struggle between the forces of communism and the forces of democracy. Communism is advancing and it must be noted that beyond the Soviet Union there is the potentially greater threat of Red China. Khrushchev recently said, "We are already ahead in some fields; in the others we will catch up, wave, and pass you by." Their accomplishments are achieved, to a considerable degree, because of the importance given to education and teacher education.

For example, until recently the physical education teachers in Russia held a higher prestige than any other professional group and presently they are only being challenged in prestige by the scientists. The professor in Russia is a first class citizen enjoying a higher prestige than the physician and the engineer. In the United States approximately three per cent of our gross national income is spent for education while in Russia approximately 12 per cent is expended for education. The quality of our professional program including the kind of young people we attract to the teaching profession will determine, in no small way, who will win the idealogical struggle with Russia.

The second great explosive force we shall face in professional preparation is the grouth of world population including the grouth in the United States. This growth is so great that already it threatens to outrun our total resources. The sheer number of people to be educated challenges the profession to prepare enough teachers to provide for a quality education. At present more than 40 million students are in schools and colleges in the United States. Of this number more than three million are enrolled in higher education and this may increase to six or seven million by 1970. Presently, there are approximately one million eight hundred thousand teachers and it is estimated that 50 thousand new teachers will be needed each year in our schools. In higher education there are approximately 200 thousand full time teachers and because of increasing enrollments 300 to 400 thousand new college teachers will be needed in the next ten years.

It is estimated that five to eight thousand new positions will be open each year in the fields of health education, physical education and recreation. In California from 1950-1955 the number of high school graduates increased by 22.6 per cent. This rate of increase will be maintained at least until 1975. The compelling drive for more education is a major problem for colleges and universities in the future. Approximately 75 per cent of the high school enrollment is in the college preparatory program. Presently, about 50 per cent of the 18-20 year-olds are in college and this percentage has been growing at the rate of one per cent per year during the past 20 years. With these increases there will be over 800 thousand students in colleges in California by 1975 which will approximate 65 per cent of college age youth.

The third major force started with Sputnik and was followed by the explosive thrusts into outer space by Russia and the United States. This phenomenon has expanded our world to include ever widening parts of the universe. Ingenious new approaches to the preparation of teachers must be found because of the staggering rate at which knowledge is expanding. Since the learner should be guided through this ever increasing storehouse of knowledge, teachers should stay on the frontiers of knowledge through research and experimentation. The implications of the space age for our profssional fields are quite impressive.

The fourth major force to be considered in professional preparation is the great increase of leisure time. In the not too distant future you will find the 30 hour work week with four days of work and a three day weekend. This will provide approximately 54 more hours of leisure per week than was enjoyed in 1844. Because of automation the laboring force must be more highly skilled than ever before. All kinds of machines including "thinking machines" are reducing the need for physical work and the creativeness formerly found in our work. Can we develop a culture that does not depend upon work to give meaning to our lives? Perhaps everyone will need to be prepared to live with a degree of leisure unknown to any human culture. The organism is not a loafing one and without something to engage

*Presented at the Southwest District Association for Health, Physical Education and Recreation Convention, Phoenix, Arizona. May 5, 1960.

the mind and muscle the organism will degenerate.

What are you going to do when you have very little to do? More leisure may be created than the human organism is able to tolerate. Mental illness is already the number one health problem in the United States. This situation could become more severe unless our schools and colleges face the challenge. The health and recreation fields as well as physical education can make significant contributions. Professional preparation programs should provide the kinds of experiences for teachers so that these contributions will be achieved.

With these four explosive forces in mind the future of professional preparation will be directed by the following developments:

1. A careful evaluation of all aspects of professional preparation will take place. With the great pressures exerted by the academic disciplines, professional preparation will have to be characterized by quality as well as quantity. The "pursuit of excellence" will take place in the fields of health education, physical education and recreation.

2. All prospective teachers will receive a broad general or liberal education equal in both scope and depth to that represented by the liberal arts degree.

3. Professional preparation for teaching and leadership will be extended until the fifth year program will be the minimum requirement in all the states. New plans, however, will be developed so that some students will be able to meet this requirement in less than five years by taking summer courses or by enrolling in accelerated programs.

4. The gap between liberal and professional education will be bridged by replacing the proliferated undergraduate professional courses with a few introductory courses in educational psychology, educational philosophy and the role of the school as a social institution. On the other hand it will be recognized that an understanding of the educative process and the schools should be an integral part of liberal education.

5. There will be a team approach developed for all teachers with a wide use of educational television and "teaching machines." This approach will not reduce the number of teachers but will make better use of our master teachers and those with specialized skills. Special courses on the post-masters level will be provided. For example, the television instructor will need competencies not now assured in professional programs.

6. The internship for all prospective teachers will include experiences as a director of learning in the classroom and, as well, experiences as a member of a teaching team which is providing instruction by educational television.

7. Higher standards will be developed so that education and recreation will become pre-eminent professions. This development will attract more able students, provide for better selection and selective elimination and will result in more careful placement with higher salaries.

8. Accreditation will be more thorough than ever before, especially in the specialized areas. The practicing teaching profession has as much responsibility for the preparation of teachers as the medical profession has for preparing the physician. It is believed that some day the profession itself will afford the accreditation in such a way that it will be backed by the legal authority through certification and support.

9. In relation to certification the legal authority will be maintained by the state but the development of the standards and the implementation of the requirements will be a cooperative venture between the preparing institution, the state and the hiring authority.

10. Methodology courses in the future will deal with basic principles rather than specific applications of professional tricks and gimmicks. Presently, using the specific application philosophy, courses multiply and, in many cases, students are unable to meet changing conditions. This does not mean that specific skills will not be needed. We are a "doing" field and with good basic skills the underlying principles of method will be more effective in their application.

11. In the near future we will implement the premise that professional preparation is the responsibility of the whole college or university. A closer liaison between the professional schools and the departments of the arts and sciences is developing. Important indeed, is the development of a climate where all areas have integrity and respect. In such a climate cooperative planning takes place, joint appointments are made and research is expanded.

12. The future in professional preparation will give more attention to the individual as an independent scholar. Perhaps, the most important thing to learn is how to learn. An attempt should be made to develop a kind of "do it yourself" philosophy where the individual has the desire, the skill and the capacity for self-education.

13. New formats of professional preparation will emerge. A significant step was taken in 1952 when the California Teachers Association published "Measure of a Good Teacher." This publication has been widely accepted as a valid yardstick of teacher competence. Teaching has been defined, teacher's roles identified and the factors of teaching competence developed for each of the roles of the teacher. This was a historic development and since 1952 further refinements are taking place.

14. Because of space and time limitations no presentation is possible in such other developments as uses of educational television, teaching machines, electronic language laboratories, new designs in school buildings, flexible schedules, year around colleges, adult education, accelerated programs and post-doctoral degrees.

In conclusion, it is believed that a professional curriculum can be designed to cultivate, simultaneously the varied skills, knowledges and attitudes characteristic of a particular profession and, as well, provide a broad liberal education which is the hallmark of an intelligent human being. What our fathers and their fathers have done for us, let us do for our children and our children's children. What we do depends upon our intellectual grasp and our courage.

An old-timer is a fellow who remembers when it cost more to run a car than to park it.

—Wingfoot Clan.

The teacher asked one of the boys in his craft class if his father was handy with tools, he answered, "Of all the things my father ain't, that's his ain'test."

—The Federal-Mogul Lines.

Driver Education VIA Television

W. K. Streit

WHAT IS EDUCATIONAL television? That all depends upon who you are and where you live. If you live in one of thirty major American cities, educational television is the local television channel that doesn't show commercials, that does show programs quite different from those on other stations. Educational television programs are based on the belief that it's fun to learn. They are designed to teach many different kinds of people, many different things.

If you're a school administrator or teacher, educational television means

1. a new audio-visual aid to build student interest in class work.
2. a new way to give effective instruction to the ever increasing numbers of students jamming our schools.
3. a new way to enhance the in-service growth of teachers by demonstrating good teaching methods.
4. and a new way to build public understanding and support of educational institutions.

Educators and television producers are constantly getting new ideas, trying new approaches. The next ten years will be ones of feverish activity, occasional failures, and surely some successes in the use of television in the public schools.

Since 1951 when it was realized that educational television was more than a dream, the Cincinnati Public Schools have been interested in its potential for teaching boys and girls. Six years ago (October, 1954) the first educational television programs were beamed to Cincinnati schools over WCET, the local station. WCET obtained the first license for an educational television station in the United States and was the sixth station to begin operations.

During the first year and a half, the telecasts were primarily enrichment programs, with a few in the area of direct instruction. Because the latter was a controversial matter, more evidence was needed.

In 1956, a seven-week experimental program in Chemistry was telecast. In 1957, a one-semester Driver Education program in five schools was put on the air.

Both were evaluated carefully to determine the effectiveness of instruction. The findings indicated that, as measured by performance and achievement tests, pupils learned at least as well by television as in conventional classroom situations.

In 1957-58, we explored the use of television as a partial solution to possible teacher shortages in Biology and Driver Education. After the experimental design was determined, including plans for evaluation, the proposed experiment was submitted to the Fund for the Advancement of Education. It was accepted for a grant for partial support for one year.

The course in Driver Education was taught to groups of 175-200 pupils in a single room, combining television instruction with classroom discussion. Here are the findings in two sentences:

Achievement of pupils in driver education, as measured by objective tests, was superior in those classes which received instruction by television. The differences favoring television instruction were statistically significant with pupils of above average ability but lacked significance for pupils of below average ability.

The Driver Education program received a citation from the National Safety Council and honorable mention from the Annual Institute for Education by Radio and Television. In addition, it won the Alfred P. Sloan highway safety award.

In March, 1958, the National Commission on Safety Education, NEA, appointed a national advisory committee on the Driver Education Kinescope Project to prepare outlines, supply materials, offer suggestions and criticisms and approve the final product. This committee worked in cooperation with the Educational Television and Radio Center (Ann Arbor) and the Cincinnati Public School staff. Members of the advisory committee are:

Clara Stratemeyer, Chairman—Maryland.
John Eales, Sacramento, California.
J. Duke Elkow, Brooklyn College.
Lonnie Gilliland, Oklahoma City Public Schools.
Robert Marshall, Kansas City Missouri Public Schools.
Amos Neyhart, Pennsylvania State University.
Leslie Silvernale, Michigan State University.
Benjamin Tinnel, Tennessee.
Norman Key, Secretary.

A kinescope is a sound picture of a television program presented in a studio. The recording machine can be set to make either a positive or a negative print. Our first series of kinescopes for classroom use was positive and we have only one print of each unit. The new series is made negative so that any number of positive prints can be made. A kinescope may be shown from a motion picture projector but it loses some of its quality in this way.

All of the kinescopes have now been completed. They are available for purchase or rent. The National Educational Television film service is now distributing this Driver Education series through Indiana University (Dr. Wesley Dane). For information regarding kinescopes, contact Mr. Uberto T. Neely, General Manager, WCET, 1243 Elm Street, Cincinnati 10, Ohio, or Dr. Robert O. Hall, Program Associate, Educational Television and Radio Center, Ann Arbor, Michigan.

Edited by R. L. Wickstrom

Note: The purpose of this section is to present a summary of various procedures which are being utilized in contemporary education through a description of their advantages, disadvantages and special characteristics. The hope is that such treatment will increase the reservoir of concepts, devices, techniques, and procedures from which a better selection of methods might be made for the more effective conduct of the program of physical education, in health education and safety, and in recreation.

Our readers are urged to send in suggestions, ideas, and specific contributions to R. L. Wickstrom, University of Wichita, Wichita, Kansas.

The article this issue is by Howard G. Price of the Junior High School in Haverford, Pennsylvania.

Rope Climbing

THE DEVELOPMENT OF strength in the upper trunk and arms, plus the coordination of the legs trunk and arms, plus the coordination of the legs working in conjunction with the arms, is the main objective for including rope climbing in a well-rounded physical education program. The thrill that the boys receive when they accomplish the feat of climbing a rope with control and confidence makes all the effort of teaching worth while.

EQUIPMENT USED

You should use as many 1½" diameter manila or any other appropriate ropes as possible. A mat or mats of sufficient size should be placed under the ropes for protection. It is a good suggestion to have rosin boxes made that fit together for ease in carrying and storing. Each morning you fill these boxes with powdered rosin and it will last for the entire day, keeping the floor free of rosin. The use of powdered rosin will facilitate your climbing program by giving the students a feeling of security by reducing the possibility of slipping. You may also substitute magnesium carbonate for the powdered rosin.

IMPROVEMENT IS A CERTAINTY

As you watch your boys climbing, you cannot avoid observing the gradual increase in the number who are able to climb and the ease with which they climb. My statistics show that when you compare eighth grade with seventh, the eighth grade shows a 15% increase in the number of boys who are able to climb to the top of a 20′ rope with a decrease of 2.8 seconds in decrease in their average time of 3.2 seconds. So, it is with eighth, 8% more boys can reach the top with a their average time. When you compare ninth grade apparent that from the time the seventh grade boys enter our school, until they graduate, 23% more boys are able to climb the rope with a decrease in their average time of 6 seconds. A total of about 73% of our boys learn to climb this distance.

PROCEDURE

In order to have a good rope climbing program, you must stimulate interest by dispersing all the knowledge you possibly can about the activity. This will increase confidence in the students, knowing that they can cope with any situation that may arise while they are on the ropes.

The students should learn to handle themselves with the use of their legs in climbing, descending, and securing in as many varied ways as are feasible. There should be no timing until you (the instructor) feel that the students are ready to demonstrate their speed.

SCISSOR CLIMB

Have your class sit in lines facing the ropes with their legs extended. Tell the class to cross their legs—uncross—cross—uncross—cross. Have them look at their top leg and tell them that this will be their forward leg and the under leg will be their back leg during the climbing procedure. Next, have the class cross their legs with bent knees—now direct them to place their right hand between their knees and try to squeeze their hands. Then have them straighten their legs and feel the pressure they receive between their knees. In other words, you must straighten your legs when using the scissor style in order to get maximum pressure on the rope.

It is now time to have the first boy from each line approach his rope and grasp it as high as possible. He then should raise his back leg, bending at the knee, and place the rope on the inside of his knee and the outside of his foot. On the command of "position" he should cross his forward leg over his back leg in a scissor position and straighten his legs out so he will be able to squeeze the rope between his knees and feet. The feet should be in a position of dorsal flexion. Have the boys hold this position until you check them for correct procedure. Have the class do this two or three times before you allow anyone to climb—and then not over half way up the rope.

It is now time to explain the coordination between the arms and legs in order to assure a smooth, safe climb. From the reach high starting position, he should raise his knees up as close to his chest as possible and lock the rope between his legs. While his legs are holding the rope securely, he walks up the rope hand-over-hand until he is in an extended position holding the rope as high as possible. He repeats this procedure until the desired height is reached.

SECURING ON THE ROPE

It is a very important safety device to make certain that every boy knows how to secure, at any time, while he is on the rope. If he becomes tired or his hands become cramped, he will not become panicky if he knows how to secure in order to deal effectively with the given situation.

Leg Around Secure: The right or left leg is wrapped around the rope, keeping the rope between the upper thighs. With the free foot, the climber stands on the rope that crosses over the instep of the foot wrapped around the rope. Then direct the boys to release their hands and wrap their arms around the rope, at the same time leaning into the rope.

DESCENDING THE ROPE

You should teach as many descents as possible so that each boy may choose the one best suited for him or the situation.

Scissor: Instruct the boys to climb down the reverse of the way they went up.

Instep Squeeze: Have the boys place their heels together and spread their toes, placing the rope between their feet and making certain that their legs are straight and their bodies in a sitting position. Descend hand-under-hand.

Toe Hook or Stirrup: The rope passes along the outside of either leg, passing under the foot and over the toe of the opposite foot. Have the boys spread their legs to increase speed, and close their legs to retard it in descending.

Secure: From a leg-around secure position, lower hand-under-hand until the knees are bent and resting on the chest with heels close to the buttocks. Release slack line by lifting the top foot and, at the same time, lower the other foot until both legs and arms are fully extended. Then have the boys secure their feet by stepping on the rope with their top foot, and repeat the procedure until they reach the mat.

RULES FOR CLIMBING

The following set of rules should be repeated several times to the class with the class repeating them after the instructor until they are firmly entrenched in their minds.

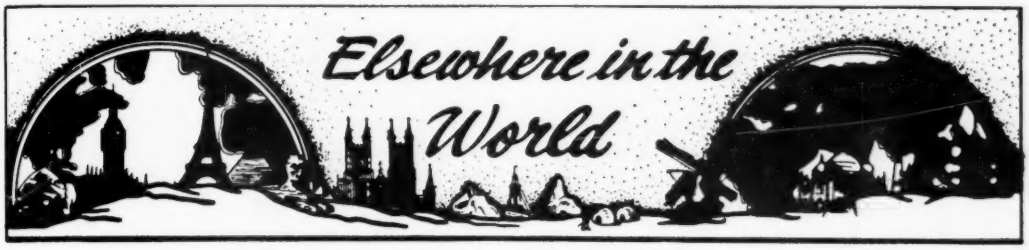
1. Hand-over-hand going up.
2. Hand-under-hand coming down.
3. Never slide or you will burn your hands.
4. Never go any higher than your strength will allow—conserve enough energy to enable you to descend safely.
5. If you tire—secure, and rest.
6. Always use rosin before climbing.

When your class members follow these rules automatically then, and then only, should the better ones try the climb for time.

Driver Education (Cincinnati Public Schools)

Following are the units which have been outlined for use in the current series on Driver Education, classroom phase.

Unit No.	Topic
1	Overview.
2	Physical Characteristics of the Driver.
3	Personality of the Driver.
4	Attitudes, Emotions and Habits.
5	Alcohol and Drugs.
6	The Driver's License.
7	Mechanics of the Car.
8	Safety Features.
9	The Nature of the Roadway.
10	Traffic Control.
11	Natural Laws.
12	Man Made Laws.
13	Laws, Enforcement, and Courts.
14	I. Checking the Car: Preparing to Start. II. Starting: Steering, Maneuvering, Stopping.
15	I. Backing: Shifting, Emergency Stop. II. Turns.
16	I. Parking. II. Backing, Stopping, Starting on Upgrade.
17	I. Driving on Paved Highways, Gravel and Other Roards, Passing Cars. II. Standard Shift Driving.
18	Defensive Driving.
19	Defensive Action.
20	City Driving.
21	Highway Driving.
22	Pedestrians and Cyclists.
23	Other Users of the Highway.
24	Adverse Conditions.
25	Emergency and Night Driving.
26	Purchase—Economical Use of the Car.



Edited by C. O. Jackson

Gymnastic Festival In Finland

Margaret P. Duggar*

FINLAND CELEBRATED THE 100th anniversary of its Women's National Gymnastic League, Suo-Naisten Liikuntakasvatusliitto, last summer with an international course in gymnastics followed by a three-day festival. Founded by Elin Kallio in 1859, the SNLL now has member clubs all over the country with children and adults actively participating in Finnish modern gymnastics. The present president, Mrs. Liisa Orko, is the fourth to hold this office, proof that the leadership as well as the organization is long-lived.

The International Course, which preceded the festival, was held from June 15th through 23rd at Kisakallio, the SNLL sports center located on an island about an hour's journey by bus and boat from Helsinki. It is a beautiful spot on ice-scoured granite rising above the water and surrounded by pine and birch forests. The sports center includes a chateau where meals are served, a dormitory, a gymnasium, and, of course, a sauna. (I took a sauna, a type of alternating hot room and cold swim beloved by the Finns, with considerable trepidation, but found it wonderfu for removing the aches from sore muscles and inducing a pleasant feeling of relaxation and well-being.) The thirty attending the course were teachers and students from Finland, Sweden, Norway, Belgium, and Poland. I was the only one from the United States, a pleasant contrast to the usual way in which we tend to be in the majority. A large part of the enjoyment of the course was the chance to live together in this beautiful rustic retreat with a group of people with similar professional interests but with different backgrounds.

The daily schedule was as follows: 8:00—rising bell; 8:30—morning tea; 9:00—an hour of gymnastics; 10:00—lecture; 11:00—breakfast; 12:30 p.m.—an hour of gymnastics; 1:30—coffee break (first coffee of the day!); 2:00—an hour and one-half of rhythms; 3:45—small apparatus gymnastics; 5:00—supper; 6:00—Finnish folk dance. This program was followed with a few minor variations every day except for the afternoon and following morning of Midsummer's Eve which was celebrated with singing, dancing, and the lighting of a huge bonfire on the shore at midnight.

Folk Dancing—Pori Festival

Mrs. Hilma Jalkanen, who taught the majority of the classes, is a small, alert, and charming person who obviously loves to teach and is interested in both her pupils and her subject matter. She retired from the University of Helsinki about two years ago. At the risk of oversimplification and misinterpretation I will attempt to summarize some of the points brought out in her course.

Mrs. Jalkonen's classes were based on movement of a successive nature with the impulse to move begun in the hip region and flowing from there up through the spinal column and out through the arms to the fingertips. She wished the movement to be performed

*Miss Duggar is on the staff of Stanford University.

so that it seemed not to stop at the ends of the body but continued on into space. Every movement she gave was based on this successive flow from the middle of the torso no matter whether it was strong or weak, nor in what part of the body the central interest of the movement lay. Even the most vigorous leaps and jumps maintained this sequential flow. In order to attain ability to move in this manner a great deal of painstaking work was done for "flexibility." By "flexibility" Mrs. Jalkonen did not mean a wide range of movement so much as a smoothness of movement, a flow, throughout the body with no rigidity anywhere.

Mrs. Jalkonen worked on posture, emphasizing the efficient posture and balance of the body moving and at rest rather than a static upright position to be held and maintained. She based some of her balance work on the way in which the Greeks depicted standing figures with their compensating curves in hip, shoulders, and head as the weight is shifted from one foot to the other. Being accustomed to movement of sharper dynamics and more direct lines, I found the maintenance of this sequential flow of action extremely difficult though very satisfying in the sense of freedom it gave, in the way in which it could be continued without fatigue, and in the totality of body participation required. It was interesting that the teachers from the continent who had been trained in a more athletic and military type of gymnastics also had difficulty, finding movements in isolated joints and of a sharper nature more congenial, while the Finnish teachers and students followed Mrs. Jalkonen with a wonderful ease and control of the lyric quality that was very beautiful to see.

Mrs. Jalkonen also presented some of her fundamental exercises in breathing and relaxation. She feels that these are fundamental to our teaching in these days of many stresses and strains. She feels that wrong breathing and wrong timing come with tensions in the body induced by the many stresses of modern living.

There was a definite conception among all the Finnish people with whom I spoke of what activities and types of movement were feminine, and they were opposed to what they considered men's athletics and athleticism for women. Certainly I have never met so many gentle and graceful but not weak, strong but not aggressive, charming but not sentimental, women as in Finland. If their personality can at least in some measure be attributed to their gymnastic training, it might be useful for us to study it further.

Mrs. Jalkonen's lectures were given in Swedish and translated into German and English by some of the Finnish teachers. They included the history of modern Finnish gymnastics as derived from Ling and Mensendieck, the attitudes and skills necessary for a good teacher of gymnastics, theories behind her posture, breathing, and relaxation exercises, and the importance of the teaching of gymnastics to children. In speaking of posture she made the interesting observation that the posture of the people of Arabia was better than that of northern peoples because so many more clothes had to confine the body in northern climes and because desert-dwelling people always had so much distance into which to gaze.

Mrs. Jalkonen said that the Ling idea that all parts of the body should receive exercise during the course of a lesson by the presentation of successive exercises for first one and then another muscle group is "old-fashioned." The Finnish method is to do every exercise with the entire body even though one part may be the center of focus. She feels that lessons based on one theme, as practiced in middle-Europe, also do not

Gymnastic Clubs—Pori Festival

provide a total body experience because a one-theme lesson can seldom give enough variety. She feels that simple movements correctly done are the most beautiful, and that the teaching should emphasize correct performance rather than variety and intricacy of movement. In working for the correction of postural faults in children, specific exercises for the faulty section of the body are not sufficient because a total "postural feeling" must also be developed. She said that movement must be felt, not performed mechanically, and that the result of gymnastics properly done should be not only a beautiful and efficient body but a harmony of mind and body. Movement that is "right" will be beautiful.

Mrs. Lihtonen, a teacher in Helsinki and one of the group who accompanied Mrs. Jalkonen on a tour to the United States a few years ago, demonstrated during Mrs. Jalkonen's classes and taught the folk dancing and small apparatus gymnastics. Finnish modern women's gymnastics does not include work on large apparatus. The teachers feel these belong more suitably to men's activities. They do, however, use balls, clubs, and hoops in rhythmic gymnastics

both for the variety these lend to the work and for the strength and coordination to be developed. I found the range of movement designs presented in the apparatus exercises most challenging and interesting, demanding not only strength but flexibility especially in the shoulder girdle and upper back. There was also much pleasure to be derived from the beauty of the patterns developed with the balls and hoops in addition to the challenge offered. Musical accompaniment was used in all the gymnastic and apparatus lessons.

The rhythmic classes were taught by Mrs. Elsa Sara who directs modern dance in the Drama School of the University of Helsinki. Her classes were rich in intricate and interesting rhythmic problems frequently involving movement with self-accompaniment on percussion instruments, and the playing of one rhythmic pattern while moving in another. Many of her designs were performed as canons and some were done with an interesting counterpoint between two or three people during which they played each other's instruments, (i.e. hit the other person's drum).

The Gymnastic Festival following the course was held from June 26th to 29th at Pori, a town on the coast north of Helsinki. The festival consisted of daily demonstrations in two theatres by small school and club groups and large group activities and ceremonies in an outdoor stadium. There were also competitions in various categories for apparatus and rhythmic gymnastics.

Among the many groups appearing in the theatres were children's groups with balls, hoops, and jump ropes, Finnish adult club groups, and three physical education schools from Germany. The German groups were composed of girls of college age studying to be gymnastic leaders. It was interesting that while they differed from each other, they differed even more from the Finnish groups. The German routines involved a great deal of vigorous jumping and leaping while the Finnish tended more toward flowing sequential patterns. One of the German groups from the Ellen Cleve School presented a most interesting design in which the playing of a variety of percussion instruments was combined with the movement.

The daily outdoor demonstrations were begun with very beautiful marching ceremonies in which more than 100 affiliated recreation clubs were represented by their flags carried by the ladies of the club dressed in native costume. Throughout the festival it was delightful to note that there were more ladies in folk costume than in modern street dress. The groups demonstrating on the sports field included:

About 500 three-to-seven year-olds.
About 1,000 seven-to-eleven year-olds.
About 600 twelve-to-sixteen year-olds.
About 300 young women with hoops.
Over 900 women of all ages in rhythmic gymnastics.
Several hundred men and women folk dancers in native costume.

Piano music accompanied all the demonstrations.

The routines done by the two youngest groups were linked to imaginative and representational figures so organized as to provide a large variety of interesting activity. Interest was added to the sequences performed by the older groups by a changing of formation and relationships among the performers so that there was much more variety in the activity, and, I should imagine, more interest and challenge to those participating than if a straight-line military formation had been maintained. The variety was further augmented by the use of canon and counterpoint. Thus the fluid quality of the movement included fluidity in group relationships.

For the festival, children in their schools and adults in their clubs throughout the country had learned the same routine for their respective groups, composed by one person who then taught it to the different teachers and group leaders. The coordination of the groups on the field was done in early morning practice sessions on the festival weekend.

All of the groups were uniformly and simply dressed in short tunics or skirts. The children looked particularly charming in white short-sleeved T-shirts, short pleated skirts, and a type of Finnish sock-sandal which appeared to be most comfortable, inexpensive, and practical. (My ten-year-old has objected to wearing anything else since we bought her a pair at the Festival.) One group wore blue and white, another red and white. Never have I seen so many beautiful, blond, well-behaved, happy-looking children! And how they ever were accommodated in camps about the small town of Pori and always cleanly dressed and quietly in their proper places seemed a miracle. The adult leaders looked very busy but never dishevelled.

From the large number of girls and women of all ages who enjoy active participation in this very sane and beautiful form of modern gymnastics, I would wish to heartily congratulate the SNLL on its one-hundredth anniversary and to hope that the next one hundred years will see further successes. I would also wish to express my deep appreciation for the constant courtesy and hospitality which allowed me to participate with them in this celebration. While this type of nation-wide centralized organization could not feasibly be copied in our larger, more varied nation, there is much we can learn from Finland of the enjoyment of participation in activity at all age levels when the type of activity is wisely chosen and carefully taught from early childhood.

Edited by Cecil C. Franklin

Anyone interested in contributing square, round, and folk dances should write Dr. C. C. Franklin, Men's Gymnasium, Southern Illinois University, Carbondale, Illinois. The dances presented below are the balance of the Gayang-Gayang series, beginning with the May, 1960 issue.

V

Music E

Partners hold in open ballroom dance position, extended arms toward audience, both facing audience.

(a) Starting with outside foot, take three chasing steps toward front, step forward with outside foot. Gradually lower trunk and arms at every chasing step 2M

(b) Face opposite direction holding trunk erect in same position. Repeat (a) starting with other foot, moving away from audience. 2M

(c) Quarter turn clockwise, repeat (a) and (b) 4M

(d) Repeat (c), two more times. Finish in original position 8M

VI

Music F.

Partners hold in closed ballroom dance position, extended arms toward audience.

Girl

(a) Place R heel in front (cts. 1 and), point R foot in rear (cts. 2, and). Repeat same once more (cts. 1, and, 2 and). 2M

(b) Starting with R foot, take 3 step-hops forward, turning halfway around counterclockwise to partner's place 2M

(c) Repeat (a) and (b) starting with L foot. Reverse turn 4M

(d) Repeat all (a-c). Finish away from partner about four feet apart 8M

Boy

(a) L toe touch in rear (cts. 1, and), place L heel in front (cts. 2, and). Repeat same once more (cts. 1, and 2, and) 2M

(b) Starting with L foot, take 3 step-hops backward, turning halfway around counterclockwise to partner's place 2M

(c) Repeat (a) and (b), starting with R foot. Reverse turn 4M

(d) Repeat all (a-c). Finish away from partner about four feet apart 8M

VII

Music D

Partners face each other. Throughout this figure, girl holds skirt, boy places hands on waist.

(a) Starting with R foot, take 2 running steps forward to be in line with partner by each other's R shoulder.

Take a big step sideward right with the R foot and raise L foot in front, at the same time passing back to back to be in line by L shoulder 1M

(b) Starting with L foot, take 2 running steps sideward L, passing back to back, step L sideward to be in line by R shoulders and raise R foot in front at the same time 1M

(c) Repeat (b), starting with R foot, going sideward R, finishing by L shoulders 1M

(d) Repeat (b) and (c), two more times..... 4M

(e) Starting with L foot, take 2 running steps forward to partner's place, turn L about face each other and put feet together 1M

(f) Repeat all (a-e), finishing in proper places 8M

VIII

Music E

Partners face each other. Throughout this figure, girl holds skirt, boy places hands on waist.

(a) Point R in front (ct. 1), point R across L in front (ct. 2), three stamps in place (R, L, R) 2M

(b) Repeat (a), starting with L foot 2M

(c) Change step sideward, R and L 2M

(d) Three-step turn R in place 2M

(e) Repeat all (a-d) starting with L foot.

Reverse direction and turn 8M

IX

Music F

Partners face each other. Same hand position as in figure VIII.

(a) Step R foot forward (ct. 1), hop on R and at the same time swing L foot forward (ct. 2), step L backward (ct. 1), hop on L and at same time swing R foot backward (ct. 2) 2M

(b) Quarter turn R, repeat (a) 2M

(c) Repeat (b) 2M

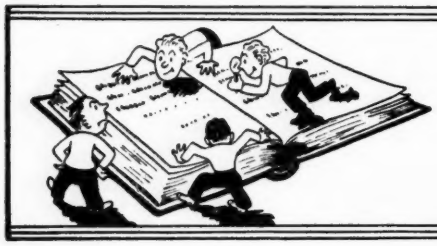
(d) Starting with R foot, three steps in place turning R about to face partner 2M

(e) Repeat all (a-d), starting with L foot, reverse turns. Finish bowing to partner or audience 8M

Selected Sanitation Suggestions

1. Insist on properly fitted equipment. It lessens the chance of infection by irritation from loose or tight apparel.
2. Sterilize personal equipment prior to any interchange between players.
3. Provide sanitary drinking facilities. Use individual half-pint pop or milk bottles or paper cups on field and a fountain in the gymnasium.
4. Always have a clean, well-stocked first-aid kit on hand.
5. Keep personal equipment aired and dry between practice sessions.
6. Be sure players are cooled off and have thoroughly dried themselves before leaving locker rooms.
7. Inspect shoes regularly for nails and breaks that might cause infection.
8. Inspect showers frequently and keep them adjusted so that the possibilities of scalding and hot-water burns are reduced to a minimum.
9. Insist on the use of individual towels for each class or squad member.
10. Provide or insist upon clean, dry towels every day.
11. Permit no exchange between players of personal equipment without coach's permission; penalty to be dismissal from squad.
12. Provide proper facilities in gymnasium for spitting.
13. Insist on a warm shower being followed by a cold one.
14. Keep players off wet grounds between halves of football or soccer games.
15. Provide side line sweaters or jackets for substitutes on rainy, cold days and during outdoor night contests.
16. Inspect players regularly for infections or injuries.
17. Insist that injuries, no matter how slight, be reported immediately after they are received.
18. Clean lockers, showers and toilets frequently and scientifically.
19. Be sure that taping and bandaging are done correctly.
20. Do not allow ill or injured players to participate in practice or games.
21. Check weights of squad members frequently.
22. Provide a separate towel for each team member for use at time-outs or between halves of contests. Hand it to him or provide a sanitary receptacle for it. Don't allow it to touch the ground or floor.
23. Launder uniforms and sweat clothes frequently.
24. Provide foot baths, antiseptic powder, or other accepted treatment for the prevention of athlete's foot.
25. Keep gymnasium floor scientifically clean.

—National Federation Press



BOOK Reviews

Edited by K. W. Bookwalter

FROHSE, FRANZ; BRODEL, MAX; and SCHLOSSBERG, LEON, *Atlas of Human Anatomy*. Fifth Edition, New York: Barnes and Noble, Inc., 1959, 180 pp; $2.95 (paperbound), $4.50 (clothbound).

The fifth edition of this book differs from other editions in that new charts and drawings have been added and the terms used throughout the text incorporate many of the changes approved at the most recent International Congress of Anatomists.

The pocket-size edition meets the needs of those who want a brief text including the cells and terms of the body, skin, skeletal system, muscular system, nervous system, sense organs, circulatory system, respiratory system, digestive system, urinary system, reproductive system, and an atlas of human anatomy.

KARL W. BOOKWALTER.

LOWMAN, CHARLES LEROY, and YOUNG, CARL HAVEN, *Postural Fitness*, Philadelphia, Lea and Febiger, 1960, 341 pp., $7.50.

In this book, the authors have made what should be a challenging presentation to physical educators, particularly to those in corrective or adaptive physical education.

Structural problems, their existence, prevention, discovery, and correction, are discussed as related to infants through adults. Divergencies in structure and function as well as cues for observing them are presented. A critical analysis of common exercises is made in a chapter dealing with individual activity planning. In the final chapter, representative exercises for specific conditions and typical exercises for segmental alignment are presented.

The appendixes include lesson plans for elementary school and junior and senior high school. These are revised exercise schedules taken from *Corrective Physical Education for Groups*.

WALTER L. COOK.

RATHBONE, JOSEPHINE L., and LUCAS, CAROL. *Recreation in Total Rehabilitation*. Springfield, Illinois, Charles C. Thomas, 1959, pp. 398. $5.00

This text is designed to help those who are interested in the field of recreation in rehabilitation to decide which of the many forms of recreation can best be adapted to meet the needs of the handicapped. As a basis for these decisions, the reader is given an excellent overview of the philosophy of rehabilitation.

The fundamental principles of recreation are carefully explained as well as their application to the rehabilitation field. Excellent descriptions of abnormalities and their pathological significance may be considered somewhat lengthy but thorough.

The reader will find an abundance of excellent recreational activities for the handicapped which permit observation, participation, and creative exploration, all of which can open a wide field of use of music, arts and crafts, hobbies, literature, and dramatics. The stress on the need for creativeness is refreshing.

Sports and games are offered in a rather conservative form. The therapeutic value of physical activity is recognized and any physician would be at a loss to find fault with the mild activities recommended. Perhaps with these milder forms of activity used to "prime and pump" more satisfying activities will follow naturally.

The psychologist and the sociologist will welcome the emphasis on the socializing benefits of adapted recreation.

This book should be read by all who are "interested in the field of rehabilitation" as well as the handicapped themselves.

GEORGE T. STAFFORD.

SPEARS, HAROLD, *Curriculum Planning Through In-Service Programs*, Englewood Cliffs, N. J.: Prentice Hall, Inc., 1957. 350 pp., $4.75.

Reports on approximately 25 typical in-service study programs are given. Chapter topics include: Persistent search for better instruction, refinements in the organization for curriculum study, an in-service program born with a school system, a logical organi-

zation for curriculum planning, one year's in-service study, a small city follows the committee approach, providing a multitude of study interests, securing maximum teacher participation, parent conferences take on popularity, preparing suggestions for parent conferences, in-service orientation of new teachers, and defining the limits of in-service training. No attempt is made to select best examples.

Series of amusing cartoons drawn by the author add interest to the book.

KARL W. BOOKWALTER.

STEEN, EDWIN B. and MONTAGU, ASHLEY, *Anatomy and Physiology*—Vol. II, New York: Barnes and Noble, Inc., 1959, 314 pp., $2.50

This pocket sized book should meet the needs of those who wish to learn or review the essentials of human anatomy and physiology. It could be used as a supplement to laboratory work. The chapters deal with the urinary system, respiratory system, nervous systems, sense organs, endocrine system, reproductive system and human development.

A table gives quick reference to standard textbooks and a glossary gives some recent changes in terminology. There are a few illustrations presented.

KARL W. BOOKWALTER.

TURNER, C. E., *Personal and Community Health*. St. Louis, The C. V. Mosby Co., 1959, pp. 446, $5.50.

The eleventh edition of a textbook speaks for itself and this book is no exception. It has been tested through the years and found satisfactory.

Dr. Turner has again called on his wide experiences in dealing with the body of knowledge from the biological and social sciences which is essential for sound decisions in health maintenance, conducive to a proper sense of health values, and worthy of a place in the college curriculum.

Personal health and community health are considered. Valuable information regarding the control of communicable diseases is also included. The presentation of prefixes, suffixes, and combining forms, a glossary and an index should also prove valuable.

J. K. RASH

TURNER, MARGERY J., *Dance Handbook*, Englewood Cliffs, PrenticeHall, Inc., 1959, 136 pp., $2.95

This interestingly and simply written book is designed for use by college students, church groups, clubs, and other organizations. Short introductions to each form of dance and the fundamental skills needed for each form of dance are given.

Dances included are: Modern, social, folk, round, and tap. One chapter is devoted to information on how to plan and conduct dance parties. Bibliographies are given for dance periodicals, record dealers, and record companies. These is an excellent glossary of dance terms.

CAROLYN BOOKWALTER.

WILLGOOSE, CARL E., *Health Education in the Elementary School*. W. B. Saunders Co., Philadelphia, 1958, pp. 450. $5.25.

This text emphasizes the importance of the classroom teacher in the health eduation of the elementary school. The nature, need, and purposes of health education are given in general, and a second chapter outlines the adaptation of such a program to the elementary school.

Health services, healthful school environment, health instruction, normal growth and deviations therefrom, planning the health curriculum, implementing the health curriculum, methods in health instruction, material aid in health teaching, sources of free and inexpensive teaching aids, and finally evaluation in health education are each treated at some length.

The text should be quite helpful.

KARL W. BOOKWALTER.

SUTHERLAND, W. C., "Curriculum Strategy," *Recreation* 53, 1:20, 21, January, 1960.

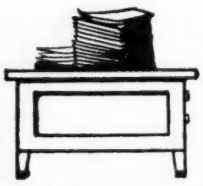
Since 1940, the number of schools offering major recreation curricula has increased from five to sixty-five. Thirty-five of these offer undergraduate and graduate degrees. New developments will force curriculum changes which will include acceleration of activities and forces represented by such issues as accreditation, voluntary registration, certification, and self-standards imposed by professional groups. Further strategy must be one of action based upon consideration of needs, goals, opportunities, and resources.

C. WESLEY DANE.

WILLIAMS, JESSE F.; BROWNELL, CLIFFORD L.; and VERNIER, ELMON L., *The Administration of Health Education and Physical Education*. Fifth Edition, Philadelphia, W. B. Saunders Company, 1958, pp. 387, $4.75.

The fifth edition of this book is different from the fourth edition in that it has been reorganized, some parts rewritten, and some sections and one chapter, "Safety Education," have been added. Part III, dealing with facilities, is now divided into sections dealing with indoor facilities, swimming pools, dressing and locker rooms, shower rooms, and outdoor facilities. Some practical problems have been substituted for questions at the end of each chapter. The bibliography at the end of each chapter has been revised and brought up-to-date.

CAROLYN BOOKWALTER.



Recent ARTICLES

Edited by K. W. Bookwalter

ANONYMOUS, "Safety in Archery," *Safety Education*, 39, 9:9-13, May, 1960.

As one of the fastest growing sports today, archery produces a need for extreme safety precautions. There are dangers for the participant as well as the spectator.

Some administrative controls are: adequate space provision, range roped off when in use, good leadership, proper class size, adequate backstops, marking of the range, instruction in proper equipment care and inspection, availability of first aid kits. Safety at the shooting line is of extreme importance. Rules for safe procedure should be well understood before a person is permitted on the shooting line.

WALTER L. COOK.

CARPENTER, W. W., "Pupil Migration and Federal Support," *Phi Delta Kappan*, 41, 8:362-363, May, 1960.

The migration of school children from state to state is a problem of national concern. Studies by the University of Missouri indicate less over-ageness among non-migrators. This points toward the need for a continuing nationwide school census, which could be worked out with uniform definitions and procedures through the cooperation of all 50 states.

Children born in poverty, disease, crime, delinquency, and children who are hungry, ill-clothed, and neglected are not welcomed into new states and new schools. These children bring ignorance and disease. A powerful argument for federally supported education is that these children are not just citizens of a state, but are citizens of a nation which is only as strong as its weakest link.

WALTER L. COOK.

ESSLINGER, ARTHUR A., and TROESTER, CARL A., JR., "Our Association Today," *Journal of Health, Physical Education, and Recreation*, 31:23, 24, 102, 103, April, 1960.

In its 75 years of existence, The American Association for Health, Physical Education, and Recreation has grown from a handful of people to about 25,000, whose interests cover the related fields of health education, physical education, athletics, and safety and driver education. It is represented by official organizations in each of the 50 states, Puerto Rico, and the District of Columbia.

The Association's program of work for 1959 included 14 conferences, the annual convention, representation at more than 250 meetings, and 25 publications. The Association now has 85 publications in print.

WALTER L. COOK.

FEINBERG, BANICE, "School Health and Heart Disease," *The Journal of School Health*, 30:139-142, April, 1960.

The author emphasizes the importance of considering the whole child and not the heart alone. Since diseases of the heart differ in severity and significance, prudence should be exercised in the management of each case. Many children who are capable of living fairly normal lives have been labeled "cardiacs," causing undue stress on the part of children and parents.

Facts about three classifications of heart murmurs, (1) those due to congenital defects, (2) those due to rheumatic fever, and (3) those due to no apparent disease, are presented. Recommendations for detection, diagnosis, and management are offered.

WALTER L. COOK.

GRIEDER, CALVIN, "Budgeting Begins With a Program," *The Nation's Schools*, 65:59-61, May, 1960.

It is now accepted in principle, if not in practice, that budgeting should be based on the educational program. A thorough review of past, present, and expected services and activities is a beginning point. This means seeking the advice of all persons connected with the program, the teachers, office personnel, maintenance and custodial personnel, citizens advisory groups, and others. Two things, then, determine the amount of money needed, the quantity of services and the quality of services.

Realizing the school board's almost impossible task of trying to find money for the quantity and quality of services desired, the administration should suggest a hierarchy of priorities. Ideally there would be a

balance of money and aims and objectives, however, realistically it is hoped that gradually the means will be found to attain the ends in view.

WALTER L. COOK.

KALOSH, MIKE, "The Player Rating Scale," *The Athletic Journal*, 39; 3:30, November, 1958.

Each boy receiving a questionnaire was asked to rate the basketball players, including himself. The respondee's name was not signed to the questionnaire. The players were to be rated as Excellent—4, Good—3, Fair—2, and Poor—1. In addition to the rating on the four-point scale for general ability, the respondee was asked to rate the players listed alphabetically on a chart. Ten small spaces followed each name for recording an estimation of the players' abilities in shooting, passing, rebounds, speed, defense, footwork, response to coaching, training, teamwork, and personality. Emphasis was placed upon rating the players as objectively as possible, using the same scale as for the other part of the questionnaire.

The rating scale can be used to advantage about three times during a season. It is impossible to evaluate the effect on team success but it seems to ease the burden of selecting team personnel.

CAROLYN W. BOOKWALTER.

LOFT, BERNARD I., "Emphasis and Sequence in Safety Education," *The Bulletin of the National Association of Secondary-School Principals*, 44, 256:170-175, May, 1960.

The development of desirable habits, attitudes, knowledge, and skills is necessary for efficient living in an ordered world. The responsibility for the provision of experiences leading to such development must be accepted by all teachers. There is an increasing need for such experiences at the high school level.

Time does not permit the teaching of general safety units in the driver education course. There is a need for a separate course in safety education. Because of the interrelationship between health and safety, there is opportunity, and need, for safety instruction as a phase of health instruction. If the teacher is skillful in utilizing teachable moments, safety education may be integrated with various other subjects.

WALTER L. COOK.

WETHERILL, G. C., "Accepting Responsibility for Sex Education," *The Journal of School Health*, 30:107-110, March, 1960.

No one person or agency can assume full responsibility for sex education, but there is general agreement that the parents are the number one responsible source, and the school is next in order of responsibility. In San Diego, an intensive drive to secure community support for sex education in the schools has paid off. It is emphasized that school health people are best prepared to promote sex education in the schools.

How San Diego's program for the elementary and secondary levels was developed will be the subject of articles to follow.

WALTER L. COOK.

"Unesco's Tasks in Africa," *Phi Delta Kappan*, 61, 4:196-198, January, 1960.

For several years Unesco has been maintaining missions to give courses in general education and train local leaders. A social science institute is being established in Morocco and Unesco is carrying out similar missions in Tunisia. Unesco is coordinating research on the humid tropical zone and on arid lands. Fellowships and travel grants are awarded every year to young Africans for research and study. "Literature bureaus" are enabling millions of Africans to read textbooks, novels, and poetry of their people in their own languages. During the coming year priority will be given to the development of secondary and vocational education.

KARL W. BOOKWALTER.

WELD, WALLACE W., "Floodlighting Outdoor Recreation Areas," *Recreation* 53, 2:74-76, February, 1960.

Standards are given for intensities of light for softball when played on bases of professional, semi-professional, industrial leagues, and recreational play. Also, are given the characteristics of types of floodlights, quantities required for different needs, lamp sizes, and minimum mounting heights. Layouts for eight-pole and six-pole set-ups are illustrated. Suggestions are given for the selection of the more economical lamps.

KARL W. BOOKWALTER.

Don't say the thing's impossible. The chances are you'll rue it
Because some fool who doesn't know, will come along and do it!

Noteworthy People in the Profession

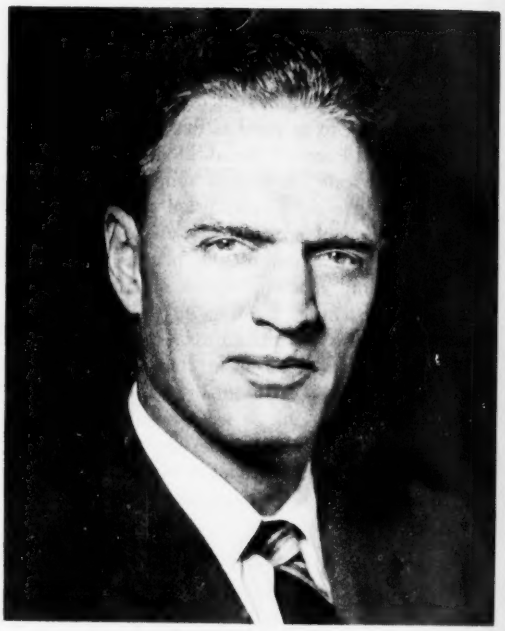
Edited by K. W. Bookwalter

JOHN M. COOPER was born at Smith Mills, Kentucky, in 1912 and graduated from Hopkinsville, Kentucky, high school. He received the B.S., M.A., and Ed.D. degrees from the University of Missouri. He also completed approximately 30 hours at Columbia University.

His professional experiences include serving as teacher and coach in secondary public schools, instructor and coach at the University of Missouri, and professor at the University of Southern California. During World War II, he was Assistant Director of the Army Air Forces Training Command, Physical Training Program.

Dr. Cooper has been active in professional and community activities. He has served as president of his local school board, moderator of his church, president of the Faculty Club, and as a member of the Executive Committees of the Faculty Senate and of the AAUP local chapter. He has served as president of the Southwest District of the American Association for Health, Physical Education, and Recreation; president of the Physical Education Administrators' Club of Southern California; and as associate editor of the *Research Quarterly*. He has been member-at-large of the Research Council Executive Committee, member of the California Physical Fitness Committee, and chairman of the section on Boys and Mens' Sports, AAHPER. He is Honor Award Fellow of the American Association for Health, Physical Education, and Recreation.

Among his contributions are articles and books. He is co-author of *Kinesiology* and *Track and Field for the Coach and Athlete*, and of two booklets on lifting and carrying the cerebral palsied child. He has produced many films on mechanics of human motion, some of which have been commercialized.



JOHN M. COOPER

LUELL WEED GUTHRIE

MRS. GUTHRIE was born at Seattle, Washington in 1910. She received the B.S. degree from the University of Washington in 1931 and the A.M. degree from Teachers College, Columbia University in 1936.

Her professional experiences include teaching in public schools in Washington and Goodard School, a private school for girls, in Barre, Vermont, Western Washington College of Education, Bellingham, Washington, and for more than 20 years at Stanford University. She is presently Executive Head of Physical Education for Women at Stanford University.

Mrs. Guthrie has served on many professional committees on the local, state, district and national level. She served as president of the Southwest District of the American Association for Health, Physical Education and Recreation and Southwest District representative to the Board of Directors of AAHPER. She was vice president of the Far-West Ski Association. She is an Honor Award Fellow of the Southwest District AAHPER and of the AAHPER. She has been active in National Ski Association, the United States Lawn Tennis Association, Tennis Umpires Association, and the Pacific Coast Camping Association. Presently she is an active member of Pi Lambda Theta, Western Society for Physical Education of College Women, National Association for Physical Education of College Women, AAHPER, and the California Recreation Association.

She has written articles for Ski magazines, ski class presentation in *Life Magazine* and many articles in the AAHPER Guides and other publications. She is author of *Co-recreational Skiing in Colleges and Universities*, and co-author of *Tennis Court Construction for Schools and Recreation*.

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